## **Title of Instructional Materials**: Glencoe Course 2

**Grade Level**: Grade 7

## Summary of Glencoe

Overall Rating:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>	Important Mathematical Ideas:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>		
Summary / Justification / Evidence: The 7 <sup>th</sup> grade edition of the Glencoe textbook is missing some core concepts, such as inequalities, decimals, and negative rational numbers (other than integers). The teacher would be required to supplement with other activities and practice. Percents are not well-developed. The supplemental material is outstanding, but it does not compensate for the missing content. The real-world applications are interesting for students; however, they are only addressed with integers.		Summary / Justification / Evidence:			
Skills and Procedures:	☐ Weak (1-2) ☑ Moderate (2-3) ☐ Strong (3-4)	Mathematical Relationships:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>		
Summary / Justification / Eviden	ce:	Summary / Justification / Evide	nce:		

# Instructional Materials **Analysis and Selection**

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Grade 7



a project of The Charles A. Dana Center

# Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

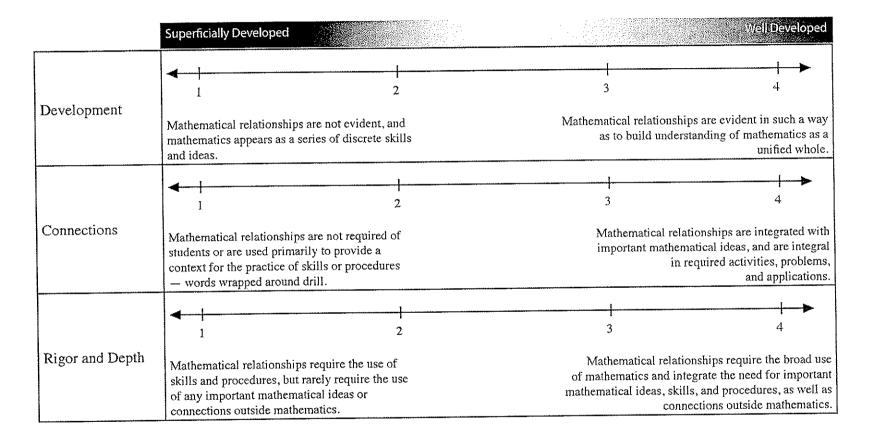
A project of

The Indiana Education Roundtable, The Indiana Department of Education, and

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

### Mathematical Relationships: Understanding the scoring



Reviewed By:	 
Title of Instructional Materials:	

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

1-1,5-4,6-7,7-7,11-5

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

1-7 3-1, Ex 3-7 6-8 10-4

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

- 04

Overall Rating

1 2 3 4

Reviewed By:	*
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

3-3,5-7,8-8,9-5,10-5

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

1-10,4-3,6-8,8-5,10-3

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

/



Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ex 2-5, Ext 6.3. Cx+72.8, Ext 8-6, Ext 11-10

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

5-1,6-5,7-5,9-7, 11-4

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

7. Look for and make use of structure.

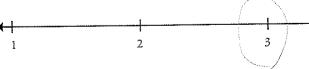
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

1-8,3-2,3-5,10-6,11-6,Ex+10-4

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

1-9, 2-7, 4-5, 6-3, Ex 11-3

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials	

Summary and documentation of how the domain, cluster, and standard are Analyze proportional relationships and use them to solve real-world and mathematical problems. met. Cite examples from the materials. 7.RP.1 Important Mathematical Ideas Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 6-2.6-3,6.6 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

14

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. mathematical problems. 7.RP.2a Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the Skills and Procedures origin. Mathematical Relationships Summary / Justification / Evidence indicate the chapter(s), section(s), and/or page(s) reviewed. 0-1,6-6 X Ex 6-6 \$,12550n 2 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2 .

The Charles A. Dana Center

Reviewed By:	 		 	
Title of Instructional Materials:	 			 

Summary and documentation of how the domain, cluster, and standard are Analyze proportional relationships and use them to solve real-world and met. Cite examples from the materials. mathematical problems. 7.RP.2b Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Skills and Procedures Mathematical Relationships 2 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 6-2,6-3/ developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. mathematical problems. 7.RP.2c Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the Skills and Procedures number of items can be expressed as t = pn. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. mathematical problems. 7.RP.2d Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Clusson 2 2 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 3

Reviewed By:	
Title of Instructional Materials:	* * · · · · · · · · · · · · · · · · · ·

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are a materials.
7.RP.3  Use proportional relationships to solve multistep ratio and percent problems.  Examples: simple interest, tax, markups and markdowns, gratuities and	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
commissions, fees, percent increase and decrease, percent error.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	1 3 3 4
10×5,000 5	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
6-4,6-5,6-6,7-2,7-3,7-6, 7-7,78, EX 7-8	Portions of the domain, cludeveloped in the instruction  Not found:  (Strong)	ster, and standard that are missing or not well nal materials (if any):  Gratuities > only by Commissions, Fees,
	Overall Rating	1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the			uster, and standa	ard are
<ul><li>7.NS.1a</li><li>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</li></ul>	Important Mathematical Ideas	1	2	3	4
<ul> <li>Describe situations in which opposite quantities combine to make</li> <li>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</li> </ul>	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex	vidence			
2-4	Portions of the domain, clu developed in the instruction			re missing or no	t well
	Overall Rating	<del>( </del>	1 2	3	<b>→</b> <del>1</del> <del>1</del> <del>4</del>

Reviewed By:			
Title of Instructional Materials:			

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

#### 7.NS.1b

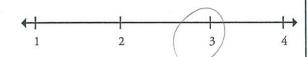
- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
  - b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

Skills and Procedures

Important Mathematical Ideas



Mathematical Relationships

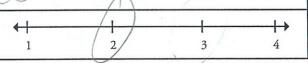


Summary / Justification / Evidence & USES "Add Inv." Word 5 - p. 96

Indicate the chapter(s), section(s), and/or page(s) reviewed.

2-4,5-2,5-3

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

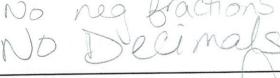


Reviewed By:			
Title of Instructional Materials:		 	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.1c Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive Skills and Procedures inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Mathematical Relationships Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

2-5,5-2,5-3/ C. Lesson 3 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:

Title of Instructional Materials:

### MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.1d Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. d. Apply properties of operations as strategies to add and subtract Skills and Procedures rational numbers. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 1-8,2-4 2 developed in the instructional materials (if any): Overall Rating 4

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.2a Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the Skills and Procedures properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-ASSOC. Prof- pro8 world contexts. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 2-6,5-5, developed in the instructional materials (if any): Overall Rating

Reviewed By:		 	 	
Title of Instructional Materials:				

Apply and extend previous understandings of operations with fractions Summary and documentation of how the domain, cluster, and standard are to add, subtract, multiply, and divide rational numbers. met. Cite examples from the materials. 7.NS.2b Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) Skills and Procedures is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. Mathematical Relationships 2 3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 2-8,5-7 developed in the instructional materials (if any):

Reviewed By:	9	
Title of Instructional Materials: _		

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.2c Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. c. Apply properties of operations as strategies to multiply and divide rational numbers. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:		 
Title of Instructions	al Materials	
THE OF HISH GOLD IN	<i>ii</i> iviutortais.	 

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.2d Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or Skills and Procedures eventually repeats. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.3 Important Mathematical Ideas Solve real-world and mathematical problems involving the four operations with rational numbers.1 Skills and Procedures Mathematical Relationships Summary / Justification / Evidence 1 Computations with rational numbers extend the rules for manipulating fractions to complex Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Ex 2-4, 2-4, Ex 2-5, developed in the instructional materials (if any): 2-8,5-2,5-3,5-5,5-7 2 Lesson Overall Rating

Reviewed By:	
Title of Instructional Materials:	

# MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.EE

Jse properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Important Mathematical Ideas  1 2 3 4					
	Skills and Procedures  1 2 3 4					
	Mathematical Relationships  1 2 3 4					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Factoring found					
Clessons 5+64	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Ohron Honor Expanded Found					
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					

Title of Instructional Materials:

MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE

Use properties of operations to generate equivalent expressions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Important Mathematical Ideas

Important Mathematical Ideas

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

Mathematical Relationships

I 2 3 4

Summary / Justification / Evidence

Reviewed By:

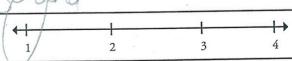
Indicate the chapter(s), section(s), and/or page(s) reviewed.

3-6

Factoring

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Logard



Re	eviewed By:				
Ti	tle of Instructional Materials	s:			
MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.E	E				
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation met. Cite examples from the			r, and stand	lard are
7.EE.3  Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to	Important Mathematical Ideas	1	-2	3	4
calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long	Skills and Procedures	1	2	3	4
in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	Mathematical Relationships	1	1 2	3	4
	Summary / Justification / E	vidence			

Indicate the chapter(s), section(s), and/or page(s) reviewed.

2-4, 2-5, 2-6, 2-8, 4-5, 4-6, 4-7, 4-9, 5-1, 5-2, 5-3, 5-5, 5-7, 6-9, Ex 7-1, 7-1, 7-2, 7-3, 7-4, 7-6, 7-7, 7-8

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Decimals not bound



Reviewed By:				
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Title of Instruction	nal Material	s:		

### MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

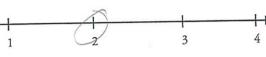
#### 7.EE.4a

- 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
  - a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

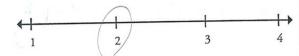
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

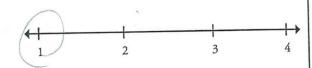
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

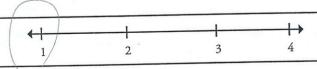


Summary / Justification / Evidence





Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:				
Title of Instructional Materials:		10 A C 10		

#### MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

# algebraic expressions and equations. 7.EE.4b

- 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
  - b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

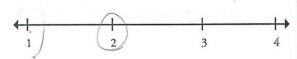
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

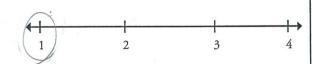
Important Mathematical Ideas



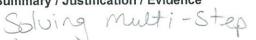
Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

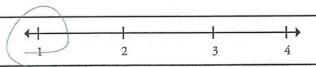


Inegs, found

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Graphing:

Iregs.



Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Summary and documentation of how the domain, cluster, and standard are Draw, construct, and describe geometrical figures and describe the met. Cite examples from the materials. relationships between them. 7.G.1 Important Mathematical Ideas Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 6-8, Ex 6-8, developed in the instructional materials (if any): (12550n 10 Overall Rating

Reviewed By: Title of Instructional Materials:

#### MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

relationships between them. 7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Draw, construct, and describe geometrical figures and describe the

Indicate the chapter(s), section(s), and/or page(s) reviewed. 10-3, 10-4, Ex 10-6, 1 Ext 10-8, Clesson

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

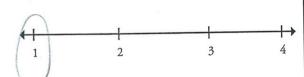
Important Mathematical Ideas



Skills and Procedures

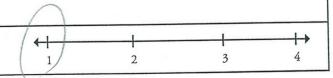


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

## MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
7.G.3  Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Important Mathematical Ideas	1	2	3	<del>[→</del> 4	
	Skills and Procedures	1	2	1 3	4	
	Mathematical Relationships	1	2	1 3	<del>-    </del> 4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	uster, and st	andard that a Is (if any):	re missing or no	ot well	
	Overall Rating	1		1 3	— <del>  →</del> 4	

Reviewed By:	
Title of Instructional Materials:	

### MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation met. Cite examples from the			ster, and stand	ard are
7.G.4  Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Important Mathematical Ideas	1	2	1 3	4
2 P 529	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
Ex 11-5, 11-3, 11-4, 1	Portions of the domain, clu developed in the instructio	ister, and si nal materia	tandard that ai Is (if any):	re missing or no	ot well
	Overall Rating	1		1 3	<b>→</b> 4

Reviewed By:	
Title of Instructional Materials:	

## MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.G.5  Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an	Important Mathematical Ideas  1 2 3 4
unknown angle in a figure.	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
10-1,10-2,10-4,10-6,10-8	Portions of the domain, cluster, and standard that are missing or not wel developed in the instructional materials (if any):
	Overall Rating

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

7.G.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Indicate the chapter(s), section(s), and/or page(s) reviewed.

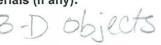
Summary / Justification / Evidence
Area/Vol/SA



11-1, Ex 11-2, 11-2, 11-4, 11-6, £ Ext. 11-6, 11-9, 11-10, Ext. 11-10, 12-4, Ext. 12-4, 12-5

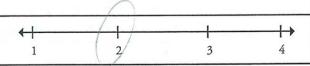
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

No Composite



Found

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, cl	uster, and standa	ro are
7.SP.1  Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative	Important Mathematical Ideas	<del>(                                     </del>	2	3	4
of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del> →</del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	Evidence		·	
8-7,8-8,8-9	Portions of the domain, cludeveloped in the instruction	uster, and si onal materia	tandard that is (if any):	are missing or no	t well
	Overall Rating	<del></del>		1 3	<del></del>

Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are a materials.
7.SP.2  Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	Evidence
7-7, CUSSON 134	Portions of the domain, cludeveloped in the instruction	uster, and standard that are missing or not well onal materials (if any):
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Reviewed By:	*
Title of Instructional Materials:	

Draw informal comparative inferences about two populations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For	Important Mathematical Ideas  1 2 3 4
example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence  Sompares the means
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
C Lesson 14	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Does not explain mean deviation
	Overall Rating  1 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Draw informal comparative inferences about two populations.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clu	ster, and standa	rd are	
7.SP.4  Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two	Important Mathematical Ideas	1	2	3	4	
populations. For example, decide whether the words in a chapter of a	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	1	2	<del>1</del> 3	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence					
	Portions of the domain, cludeveloped in the instruction	uster, and sonal materia	tandard that a Is (if any):	are missing or no	ot well	
	Overall Rating	<del></del>	2	1 3	4	

Reviewed By:	
Title of Instructional Materials:	

investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how to materials	he domain, cluste	r, and stand	ard are
7.SP.5	Important Mathematical Ideas	<del>(                                     </del>	2	3	<del></del>
and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Skills and Procedures	<b>←</b>	2	3	<del></del>
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence	*.		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	750,00		,		
9-119-5	Portions of the domain, cludeveloped in the instruction	onal materi	standard that are als (if any):	missing or r	ot well
	Overall Rating	1		3	4

Reviewed By:		 	
Title of Instructional Materials:			

nvestigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how the do e materials.	main, cluster, a	ınd standard	are
7.SP.6  Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative	Important Mathematical Ideas	1	1 2	3	4
requency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Skills and Procedures	i	2	3	4
	Mathematical Relationships		2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	- Company	bou	nd	
9-6, Ext 9-7	Portions of the domain, clu developed in the instruction	ister, and standa nal materials (if	rd that are miss	sing or not v	vell
	Not found	d > pr	edict	ty	rue
	Overall Rating	1	1 2	3	4

Reviewed By:	
Title of Instructional Materials:	

nvestigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	n of how t materials	the domain, clus	ster, and standa	nu are
<ol> <li>7.SP.7a</li> <li>Develop a probability model and use it to find probabilities of events.</li> <li>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</li> </ol>	Important Mathematical Ideas	1	2	3	4
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl	Skills and Procedures	1	1 2	. 3	4
will be selected.	Mathematical Relationships	1	2	3	<del> </del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E				
Indicate the chapter(s), section(s), and of page(s)	Portions of the domain, cludeveloped in the instruction	uster, and : onal materi	standard that ar	re missing or n	ot wen
*	Overall Rating	<del>(                                     </del>		3	<del></del>

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how materials	the domain, cluste	er, and Stand	aiu aie
<ul> <li>7.SP.7b</li> <li>7. Develop a probability model and use it to find probabilities of events.</li> <li>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</li> </ul>	Important Mathematical Ideas	1	2	3	4
b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del>     </del>
	Summary / Justification / E				
	Portions of the domain, cludeveloped in the instruction	uster, and onal mater	standard that are rials (if any):	missing or n	ot well
	Overall Rating	1		3	4

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clu	ster, and standa	ird are
<ul><li>7.SP.8a</li><li>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</li></ul>	Important Mathematical Ideas	1	2	3	 4
a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Skills and Procedures	<b>← </b> 1	2	3	<del></del>
	Mathematical Relationships	<b>← </b> 1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	uster, and st	andard that a s (if any):	re missing or no	ot well
		and the second s			
	Overall Rating	<del></del>	2	1 3	<del>     </del>

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, c	luster, and stand	ard are
7.SP.8b					
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	2	3	4
b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Skills and Procedures	1	<del> </del> 2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	FDUKO				
9-2,9-82	Portions of the domain, clud developed in the instruction			are missing or no	t well
	Overall Pating				
	Overall Rating	1		3/	4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

	estigate chance processes and develop, use, and evaluate bability models.	Summary and documentation of how the domain, cluster, and standa met. Cite examples from the materials.						
7. <b>S</b> F 8.	P.8c Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	2	3	<del> →</del> 4		
c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Skills and Procedures	1	2	3	4			
		Mathematical Relationships	1	2	3	<del> →</del> 4		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence						
	C 6550 10 4-	Portions of the domain, cludeveloped in the instruction	ister, and s nal materia	tandard that a ils (if any):	re missing or no	t well		
		Overall Rating	<del></del>	1 2	1 3	<del></del>		

Reviewed By:

Title of Instructional Materials:

### Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

\* Much of the textbook has supplemental lessons. Is a teacher would only use the textbook the CCS would not be taught.

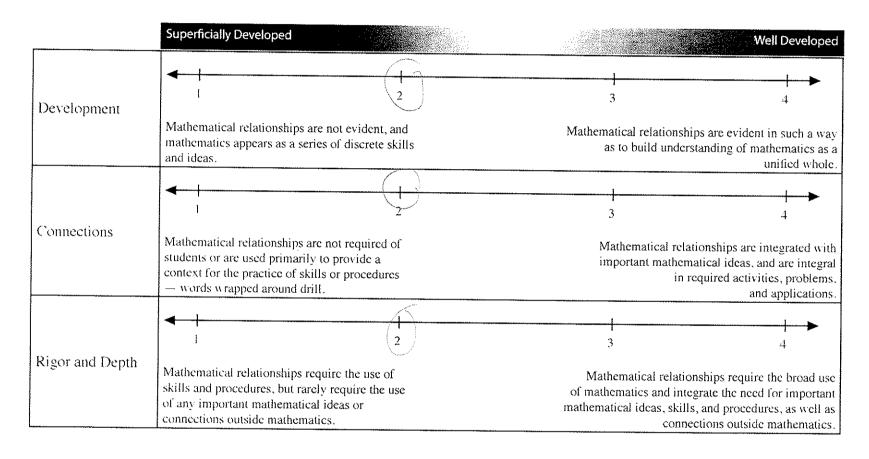
Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

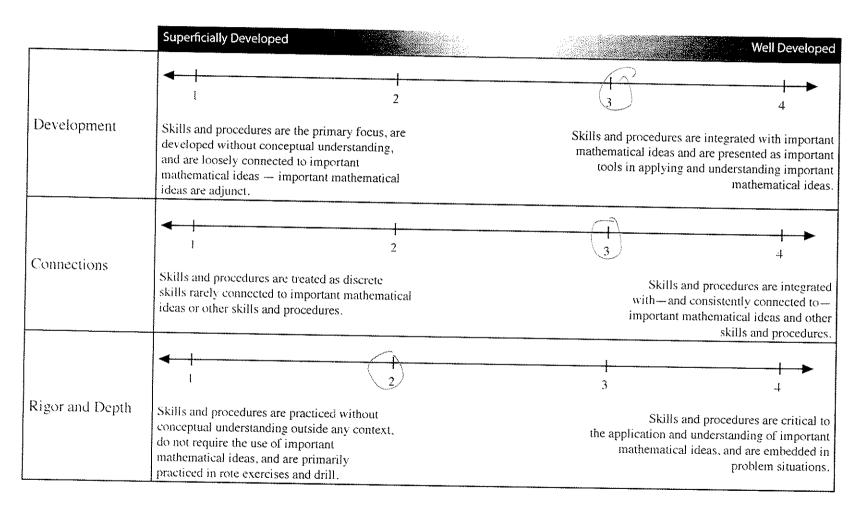
Summary/Justification/Evidence



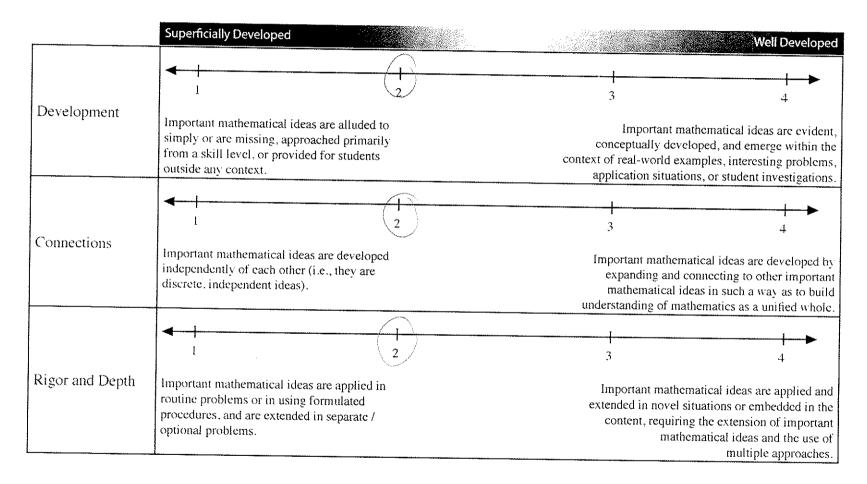
### Mathematical Relationships: Understanding the scoring



### Skills and Procedures: Understanding the scoring



### Important Mathematical Ideas: Understanding the scoring



Giencoe - /th

	Mathematical Practices	Chapter/Section/Page				Summary/ Justification/Evidence	Missing pieces of Math Practice	Overall Rating
	Make sense of problems and persevere in solving them.	Chapter/Section/Page				Justinication / Lvidence	Matrifactice	
	2. Reason abstractly and quantitatively.							
	3. Construct viable arguments and critique the reasoning of others.							· †
	4. Model with mathematics.							
	5. Use appropriate tools strategically.							
	6. Attend to precision.							
	7. Look for and make use of structure.							
	8. Look for and express regularity in repeated reasoning.						-	
7.RP	Ratios and Proportional Relationships	Chapter/Section/Page	Important Math	Skills and Procedures	Math Relationships	Summary/ Justification/Evidence	Missing portions of Standards	Overall Rating
	Analyze proportional relationships and use them to solve real-world and mathematical problems.	Chapter/Section/Lage	iucus	roccures	Melacionships	Subtification, Evidence	Standards	ļi i u u
7.RP.1	Compute unit rates associated with ratios of fractions, including rations of lengths, areas and other quantities measured in like or different units. For example, If a person walks 1/2 mile in each 1/4, complete the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	6-2, 6-3, 6- CCI 7 complex frac	4	4	4	Good Wamp Real World		4
7.RP.2a	Recognize and represent proportional relationships between quantities. a.  Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the organ.	6-1,6-6, Ext	-6-6 H	4	+	Right on the		4
7.RP.2b	Recognize and represent proportional relationships between quantities. B. Identify the constant or proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships	6-2,6-3	32	31	35	Finds unt	constant or not used	3-
7.RP.2c	Recognize and represent proportional relationships between quantities. C. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	1-10, 6-6, 7-4	4	4	4	% equation		4
7.RP.2d	Recognize and represent proportional relationships between quantities. D. Explain what a point $(x, y)$ on a graph of a proportional relationship means in terms of the situation, with special attention to the points $(0,0)$ and $(1, r)$ where $r$ is the unit rate.	cc2	4	4	4	Righton		
7.RP.3	Use proportional relationships to solve multistep and percent problems. Examples: simple interest, tax, markdowns, quantities and commissions, fees, percent increases and decrease, percent error.	6-4,6-5,6-6, 7-2,7-3,7-6 7-7,7-8, Ex+7	-8	4	4		% evnr	

	THE NUMBER SYSTEM - 7.NS						
7.NS	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.						
7.NS.1.a	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  A. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	2-4	Ч	4	Н	# Line	
7.NS.1b	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. B. Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on wither $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rotational numbers by describing real-world contexts.	2-4, 5-2, 5-3	Ч	4	4		
7.NS.1c	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. C. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	2-5, 5-2, 5-3 CCL3	32	3-2	32	Warder about about mg-fraction	+
7.NS.1d	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  D, /aookt orioertues if ioeratuibs as strategues ti add abd sybtract rational numbers.	1-8,2-4	4	4	4	Practici set is alsa god	
7.NS.2a	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. A. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to produces such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	2-6, 2-8, Exp 5-5, 5-5, 5-7	3	3	3	negatues??	

7.NS.2b	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  B. Understand that integers can be divided. Provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)lq = pl(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.	2-8,5-7	32	32	352	want war plus ware when the feet
7.NS.2c	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  C. Apply properties of operations as strategies to multiply and divide rational numbers.	2-6,5-5 CCSL+	3-2	32	32	Cond be hove
7.NS.2d	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  D. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	4-5	4	4	4	good w
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions).	Exp2-4,2-4, Exp2-5, 2-5, 2-8,5-2,5-3,5-5	SL1 3	3	3	more real world
7.EE	EXPRESSIONS AND EQUATIONS - 7.EE					
	Use properties of operations to generate equivalent expressions.					
7.EE.1	Apply properties of operations as strategies to add and subtract, factor, and expand linear expressions with rational coefficients.	CCS 546	3	3	3	good job of factory not sure and tou -
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	3-6 CCS-5+6	Ч	Н	Ч	but diet from
7.EE.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.  Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9½ inches long in the center of a door that is 27 ½ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	2-4, 2-5, 2-6, 28 4-54-6, 5-2, 53 5-5, 6-9 7-1 7-27-37-4 7-67-77-8	4	4	4	10+sof apps

7.EE.4a	Use variables to represent quantities in a real-world or mathematical problem and construction simple equations and inequalities to solve problems by reasoning about the quantities. A. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. its length is 6 cm. What is its width?	3-5, 3-6, Exp3-7 L7,8,+9	3	3	3	wort	
7.EE.4b	Use variables to represent quantities in a real-world or mathematical problem and construction simple equations and inequalities to solve problems by reasoning about the quantities.  B. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write in inequality for the number of sales you need to make, and describe the solutions.	Concepts of Stall Buk	Cant	Aid inegual	the's	19 he france	
	GEOMETRY - 7.G						
	Draw, construct, ad describe geometrical figures and describe the relationships between them.						
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	6-8 CS10	Ч	4	4	good apps	
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	10-3, 10-41 Explo 10-6 Ex-10-8 CCSII	Ч	4	4	Grad Supple	
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	CCS 12	4	Ч	4	Grod guzh	
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.						
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	11-4	4	4	4	good app	
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and simple equations for an unknown angle in a figure.	10-1 10-2 10-4	4	4	4	good apps	
7.G.6 7.SP	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.  STATISTICS AND PROBABILITY - 7.SP	11-1 Expli-2 11-2 11-4 11-6 Ex 11-6 11-9 11-10 Ex 11-10 12-4, Ext 12-4 12	-5	4	+	good	
	Use random sampling to draw inferences about population.						

7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	8-7,8-8,8-9	4	Ч	4	Covered year word
7.SP.2	Use date from random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	8-7 Ces L13	4	ч	4	Godut
	Draw informal comparative inferences about two populations.					
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	CCS L14	4	Ч	4	
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	CCS 15 Ext8-6	4	4	4	
	Investigate chance processes and develop, use and evaluate probability models.			•		
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate grater likelihood. A probability near 0 indicates an unlikely event. A probability around 1/2 indicates an event that in neither unlikely or likely and a probability near 1 indicates a likely event.	9-1,9-5	Н	4	+	Does the Job
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability, For example. When a rolling a number cube 600 time, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	9-6, 8x+9-7	4	4	4	Goodachim

Giornous y titl

7.SP.7a	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  A. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	9-1-1-1-1		· · · · · · · · · · · · · · · · · · ·		Great APP		
7.SP.7b	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. B. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land on heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	9-6,9-7, 8-1-9: 29-1-7-8x	sactor constraints	4	+			
7.SP.8a	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  A. Understand that, just as with sample events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	9-2,9-3,9-4 4-3						
7.SP.8b	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  B. Represent sample spaces for compound events using mentors' such as organized lists, table, and tree diagrams', For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	4-24-8	4	· \	Art and ground and a		:	
7.SP.8c	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  C. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the questions: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	003 16	· · · · · · · · · · · · · · · · · · ·	· and defined	· · · · · · · · · · · · · · · · · · ·			

### Glencoe-McGraw-Hill Course 2

3-5-TROND
3/100

	Mathematical Practices	Chapter/Section/Page				Summary/ Justification/ Evidence	Pieces of Math Practice	Overall Rating
	1. Make sense of problems and persevere in solving them.	Correlation Chart Prov	ided with multip				4	
	2. Reason abstractly and quantitatively.	Correlation Chart Prov	ided with multip	le examples	$\wedge$	,	rl	4
	3. Construct viable arguments and critique the reasoning of others.	Correlation Chart Prov	ided with multip	le examples	17		RI	4
	4. Model with mathematics.	Correlation Chart Prov	ided with multip	May	rop		4	
	5. Use appropriate tools strategically.	Correlation Chart Prov	ided with multip	10 \$		4		
	6. Attend to precision.	Correlation Chart Prov	ided with multip		185	to	4	
	7. Look for and make use of structure.	Correlation Chart Prov	ided with multip	A M	the	0	4	
	8. Look for and express regularity in repeated reasoning.							4
7.RP	Ratios and Proportional Relationships	Chapter/Section/Pa ge	Important Math Ideas	Skills and Procedures	Math Relationships	Summary/ Justification /Evidence		Overall Rating
	Analyze proportional relationships and use them to solve real-world and							
7.RP1	mathematical problems.  Compute unit rates associated with ratios of fractions, including rations of lengths, areas and other quantities measured in like or different units. For example, If a person walks 1/2 mile in each 1/4, complete the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	6.2, 6.3, 6.6, CCSS Lesson 1	4	4	4			4
7.RP.2	Recognize and represent proportional relationships between quantities.	6.4. 6.5. 6.6. 10.7 & CCSS L2	4	4	4			4
7.RP.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the organ.	6.1, 6.6, Extend 6.6, CCSS L2	4	4	4			4
7.RP.2b	Identify the constant or proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships	6.2, 6.3	4	4	4			4
7.RP.2c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$ .	1.10, 6.6, 7.4	4	4	4			4

# Glencoe-McGraw-Hill Course 2

	Explain what a point $(x, y)$ on a graph of a proportional relationship means in terms of the situation, with special attention to the points $(0,0)$ and $(1, r)$ where	CCSS Lesson 2				
	r is the unit rate.		4	4	4	4
	Use proportional relationships to solve multistep and percent problems.  Examples: simple interest, tax, markdowns, quantities and commissions, fees, percent increases and decrease, percent error.	6.4, 6.5, 6.6, 7.2, 7.3, 7.6, 7.7, 7.8, Extend 7.8	4	4	4	4
	THE NUMBER SYSTEM - 7.NS					
7.NS	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.					
7.NS.1.a	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  A. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart				
7.NS.1b	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. B. Understand $p+q$ as the number located a distance $ \mathbf{q} $ from $p$ , in the positive or negative direction depending on wither $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rotational numbers by describing real-world contexts.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart				
7.NS.1c	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. C. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart				
7.NS.1d	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  D. Apply properties of operations as strategies to add and subtract rational numbers.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart				
7.NS.2a	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. A. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to produces such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart				

### Glencoe-McGraw-Hill Course 2

7.NS.2b	Apply and extend previous understandings of multiplication and division and of	All lessons are listed in
:	fractions to multiply and divide rational numbers. B. Understand that	Correlated to Math
	integers can be divided. Provided that the divisor is not zero, and every quotient	Connects, Crs 2 Chart
]	of integers (with non-zero divisor) is a rational number. If $ ho$ and $q$ are integers,	
	then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing	
	real-world contexts.	
7 NS 2c	Apply and extend previous understandings of multiplication and division and of	All lessons are listed in
3	fractions to multiply and divide rational numbers. C. Apply properties of	Correlated to Math
	operations as strategies to multiply and divide rational numbers.	Connects, Crs 2 Chart
7 NS 2d	Apply and extend previous understandings of multiplication and division and of	All lessons are listed in
////	fractions to multiply and divide rational numbers.  D. Convert a rational	Correlated to Math
	number to a decimal using long division; know that the decimal form of a rational	I Connects, Crs 2 Chart
	number terminates in 0s or eventually repeats.	
7.NS.3	Solve real-world and mathematical problems involving the four operations with	All lessons are listed in
7.143.3	rational numbers. (Computations with rational numbers extend the rules for	Correlated to Math
	manipulating fractions to complex fractions).	Connects, Crs 2 Chart
7.EE	EXPRESSIONS AND EQUATIONS - 7.EE	
	Use properties of operations to generate equivalent expressions.	
7.EE.1	Apply properties of operations as strategies to add and subtract , factor, and	All lessons are listed in
	expand linear expressions with rational coefficients.	Correlated to Math
7.EE.2	Understand that rewriting an expression in different forms in a problem context	All lessons are listed in
	can shed light on the problem and how the quantities in it are related. For	Correlated to Math
	example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply	Connects, Crs 2 Chart
	by 1.05."	
	Solve real-life and mathematical problems using numerical and algebraic	
	expressions and equations.	

# Glencoe-McGraw-Hill Course 2

7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a $10\%$ raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\%$ inches long in the center of a door that is $27\%$ inches wide, you will need to place the bar about $9\%$ inches from each edge; this estimate can be used as a check on the exact computation.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart
7.EE.4a	Use variables to represent quantities in a real-world or mathematical problem and construction simple equations and inequalities to solve problems by reasoning about the quantities.  A. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. its length is 6 cm. What is its width?	
7.EE.4b	Use variables to represent quantities in a real-world or mathematical problem and construction simple equations and inequalities to solve problems by reasoning about the quantities.  B. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write in inequality for the number of sales you need to make, and describe the solutions.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart
***************************************	GEOMETRY - 7.G	
7.G.1	Draw, construct, ad describe geometrical figures and describe the relationships between them.  Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart

### Glencoe-McGraw-Hill Course 2

7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric	All lessons are listed in
	shapes with given conditions. Focus on constructing triangles from three	Correlated to Math
	measures of angles or sides, noticing when the conditions determine a unique	Connects, Crs 2 Chart
	triangle, more than one triangle, or no triangle.	
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional	All lessons are listed in
	figures, as in plane sections of right rectangular prisms and right rectangular	Correlated to Math
	pyramids.	Connects, Crs 2 Chart
	Solve real-life and mathematical problems involving angle measure, area, surface	
,	area, and volume.	
7.G.4	Know the formulas for the area and circumference of a circle and use them to	All lessons are listed in
	solve problems; give an informal derivation of the relationship between the	Correlated to Math
	circumference and area of a circle.	Connects, Crs 2 Chart
705	V. C. L.	All lessons are listed in
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in	Correlated to Math
	a multi-step problem to write and simple equations for an unknown angle in a	Connects, Crs 2 Chart
	figure.	Connects, cis 2 chart
7.G.6	Solve real-world and mathematical problems involving area, volume and surface	All lessons are listed in
7.0.0	area of two- and three-dimensional objects composed of triangles, quadrilaterals,	
	polygons, cubes, and right prisms.	Connects, Crs 2 Chart
7.SP	STATISTICS AND PROBABILITY - 7.SP	
v.e	Use random sampling to draw inferences about population.	
7.SP.1	Understand that statistics can be used to gain information about a population by	All lessons are listed in
	examining a sample of the population; generalizations about population from a	Correlated to Math
	sample are valid only if the sample is representative of that population.	Connects, Crs 2 Chart
	Understand that random sampling tends to produce representative samples and	
	support valid inferences.	
7.SP.2	Use date from random sample to draw inferences about a population with an	All lessons are listed in
	unknown characteristic of interest. Generate multiple samples (or simulated	Correlated to Math
	samples) of the same size to gauge the variation in estimates or predictions. For	Connects, Crs 2 Chart
	example, estimate the mean word length in a book by randomly sampling words	
	from the book; predict the winner of a school election based on randomly	
	sampled survey data. Gauge how far off the estimate or prediction might be.	
	Duran informat composative informace about two populations	
	Draw informal comparative inferences about two populations.	

# Glencoe-McGraw-Hill Course 2

7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.  Investigate chance processes and develop, use and evaluate probability models.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate grater likelihood. A probability near 0 indicates an unlikely event. A probability around 1/2 indicates an event that in neither unlikely or likely and a probability near 1 indicates a likely event.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability, For example. When a rolling a number cube 600 time, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	All lessons are listed in Correlated to Math Connects, Crs 2 Chart
7.SP.7a	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  A. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Connects, Crs 2 Chart

# Glencoe-McGraw-Hill Course 2

7.SP.7b	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. B. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land on heads up or that a tossed paper cup will land openend down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	All lessons are listed in Correlated to Math Connects, Crs 2 Chart	
7.SP.8a	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  A.  Understand that, just as with sample events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Correlated to Math	
7.SP.8b	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  B.  Represent sample spaces for compound events using mentors' such as organized lists, table, and tree diagrams', For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Correlated to Math Connects, Crs 2 Chart	
7.SP.8c	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  C.  Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the questions: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	All lessons are listed in Correlated to Math Connects, Crs 2 Chart	

### Instructional Materials **Analysis and Selection**

Phase 3: Assessing Content Alignment to the Common Care State Standards for Mathematics



#### Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathe

They said provides adventors with a structural way to make informed document when relacting mathematics has

ton can also be send with the Dane Count's lorger 4-phase Instructional Materials Analysis and Solucian tening: Phase 1: Studying the Standards This resource can also be must with the Dane Critic's Seglet representative accounts an amount of the Prince of American Materials Prince 2: Assuming Subject-Area Content Alignment, and Plane 4: American Vertical Alignment of Plane 2: Assuming the Field of Instructional Materials (Prince 2: Assuming the Real of Instructional Materials with the Plant II. Controlling the Part of the control and the control simproment of instructional materials to Induce's Academic Sumderals for Mathematics.

### Copyright 2011, 2018, the Charles A. Dana Conter at The University of Taxas at Austin

Unions otherwise inducated, the memorials found in this converse and the copyrighted property of the Charles A. Dans Conter at The University of Texas at Austin (the University). No pert of this amounts shall be reproduced, stood in a ratioval system, or transmitted by any masse—destronacity, mechanically, or via photocopying, rescribing, or otherwise, including via methods yet to be inversed—exthous septem retires permission from the University, except under the following conditions. The following excludes measurate not exclusively owned by the Charles A. Dane Count at the University of Texas at Austin.

- 1) The Indiana Department of Education, as well as Indiana school districts, can, through June 30, 2011, supp and discoming districts within the state of finding, without obtaining firsher permanion from the University, so long as the original copyright notice is sessioned.
- 2) Other organizations or individuals must claim price testina paralisation from the University for the use of these materials, the terms of which may be not forth in a copyright license agreement, and which may include the payment of a licensing fee, or snythine, or both.

We was all funds generated through was of our materials to further our acaptoth educational mission. Please and permission requests or quantions to to home

Charles A. Dans Count The University of Texas at Austin 1616 Quadaluse Street, State 3.206

Fex: 512-232-1655 denn trakop@utlade.uteran ada www.andersconter.org

The Dann Center and The University, as well as the authors and releases, account no liability for any love or desings conditing from the two of this account. Any openium, fluidage, conclusions, or recommendations expressed as this account of the authority and do not accountify reflect the version of The University of Thomas at Autom. We have used examiners official connected on the influence and the account of the authority and do not account on the account of the authority and do not account on the account of the authority and do not account on the account of the account crigated sources, and to otherwise ecouply with outyright law. If you find an exec or you believe we have failed to provide proper ecknowindgement, please contact to at done-training-definit attract of:

The contribut of the Common Care State Sunderly for Mathematics is bold by the National Governors Association Contex for Stat Practices and the Conneil of Chief State School Officers. The use of the CCSS for Mathematics in this instructional Materials Analysis tool as done under the CCSS Terms of lies, evaluable at wave considerated anglesme of use. For more detail, see About the development of this ressurce.

For the Terms of Use, we include this motion, which applies to the Common Case State Standards in this document: © Copyright 2010. National Governors Association Center for Deel Practises and Council of Chief State School Officers. All rights reserved.

Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

The Indiana Education Roundtable. The Indiana Department of Education, The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Frontmetter

### About the development of this resource

This teel, Impractional Masterials Analysis and Schooline: Attending Content Alignment to the Common Core State Standards for Medicannics, draws on the Danc Contest a nearly 20 years of supersons in storaghning advanton and has been used antenessely in Tenna and, increasingly, other states, to help local mixed advantage and achoosis select instructional materials aligned with their plandards. Development and production of the Instructional Materials Analysis to two supported by the Charles A. Dune Curter.

This measure countries of a set of 15 indevising grade-level / course documents that spen kindergerten through the third year of high school m set for such scade from Kinderparten Scouth S, and Six documents for high school madesmatics (not such for the three courses as the traditional high school pathway Algebra I, Occupatry, Algebra II; and one each for the three courses in the integrated high school pathway Mathematics II, Mathematics II, and matics [II]. At the request of vectors states and other section, the Dana Center has populated this Instructional Measurals Analysis and Selection tool with nderie from the Connect Core Meat Standards for Mathematics for use by local destricts in adecting instructional materials sligged with these standards

Note that the oppyinght of the Common Core Steat Seastlands for Mechanistics in half by the National Governors Association Canage for Best Practices and the Council of Chief Steat School Officers (collectively, NGA Conser vocames of these some meant influence (Commentury, Pruir Commentur, Sami), a me use on the ULBS for assessmentation in our conservation of the ULBS is a sense. The first contract of the Commentur of the ULBS is a sense of the Commentur of the C

The Charles A. Date Contro

We reduces your comments and suggestions for improvements—please send to dean-tradep@atlints.uterss.odu or the address in the copyright section above.

#### About the Charles A. Dane Center at The University of Texas at Austin

The Dans Course works to make student echievement in K-16 methometics and mismos, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national aducation loaders; and to agencies, nongenties, and crommittees concerned with throughtening American education

The Center was founded in 1993 of The University of Tome of Auntin. We stary out our week by supporting high standards and building system expensity; eclisionsing with key state and actional expansations to address must principle image, sensing and delivaring professional appears for advantages moderated in inserting and publishing education rescreeces, including antiants supports. Our staff of more than 60 has worked with dozens of actional systems in analy 20 retest and with 50 parcent of Toze's more than 1,000 relocal districts. We see committed to meeting that the accusions of where a child attends school and the contract of Toze's more than 1,000 relocal districts. We see committed to meeting that the accusions of where a child attends school does not limit the academic apportunities he at the can parties.

For more information about our programs and measures, are our homopage at the months according only. To account our measures (many of them five), and our modusta index at 10 mm, midmancester argifumducta. And to learn more about our professional development—and mign up online—50 to www.midne.comier.org/pd.

\*Per the high school commo sequences, we relied on the Common Core State Standards Machamatics Appendix A: Designing High School Machamatics root Based on the Common Core State Standards, developed for the CCSS instantive by Achieve, Inc., which convened and managed the Achieve Pathwey

Union otherwise noted, all staff listed have on affiliated with the Dane Contex.

#### Benjami diremter

Lauris Garland, director of program and product development Sea Zignosi, major selvicor

We gratefully extraordedge the most than 100 school destricts and thousands of educators who

have informed the development of these

Developers and Incilitators

Parts Deidwelf, senior program arms Laurus Garland, director of program and product develops Tom McVay, professional develop See Zigreen, senior advisor

Editorial and production staff

Cara Hopkma, prochustur Rachel Junium, consulting editor Ton McVey, professional develo and post production manager

on, proux designs

The Charles & Dans Center

#### The Charles A. Dana Center

Table of contents

Servine Rubric and Documentation Forms.....

#### Introduction

- Studying the Standards
- Narrowing the Field of Instructional Materials Phone 2:
- **Assessing Mathematical Content Alignment** Phase 3:

The surpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes), in Phase 3, participants conduct as in-death services of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires soluction committee members to use set criteria in order to determine a rating for each sample, to cate examples to justify their score for each sample, and to document standards that are missing or not well developed in the instructional materials examined.

As a whole group, selection committee manuface should practice applying the Phase 3 referio. The purpose of the whole group practice is to promote inter-ruter schability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Photo 3 (e.g. development of equivalent fractions, addition of whole nembers, development of proportionality...). The identified area, topic, or big idea will be mod for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, corriculum priorities challenges, or ideas that typically make up a genter portion of instruction in particular grade levels courses. In most cases, Plane 3 will alentify the case resource that is best aligned.

#### Step-by-Step Instructions

- 1. Use your current adoption to practice using the Phone 3 relation Select can big idea to focus your analysis (not note above for selecting the men, topic, or hig sken).
- Independently, committee members are their correct resource, the identified big iden (and associated pages in that seconoce), and the Phase 3 rather, to score and document the extent to which the material (content and processes) alongs to the standards.
- 3. In small groups, committee members share their scoring and justifications. Small groups come to consumes on how the current success.
- Each small group shares with the large group their score. Repeat the consenses building to generate a large group score on this big idea.
- Charify any missanderstandings about how so apply the rubric before committee members bugin to use Plane 3 rubric on the selected

6	<ul> <li>Based on the size of the soluction committee, determine the number of areas, topics, or big ideas to be examined for each grade cours</li> </ul>
	If the group size is large, more aron, topics, big ideas can be examined within each grade level course.

Make sure committee members have multiple copies of the Plane 3 rubric.

Decumenting Alignment to the CCSS for Methematics: Standards for Mathematical Practice.......

Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Content

- Committee members apply the Phase 3 relacio for each of the materials.
- Establish a time line for groups to complete and submit Plane 3 documentation.
- 10. Establish a data collection and analysis process to attain a rating for each seasure.

#### Materials and Supplies

Photo 3: Associag Mathematical Contest Alignment black line matter --- multiple copies per person

- Currently used instructional resource
- The 2 to 4 instructional parterials relocted in Plans 2

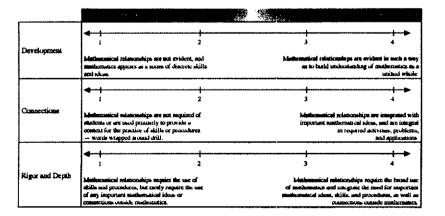
Asseming Vertical Allegment of Instructional Materials

#### important Mathematical Ideas: Understanding the scoring

	100000000000000000000000000000000000000	TANK TO SERVICE STREET	
Development	I 2 Important matternatical ideas are attuded to simply us are assuring, approached presently from a skill level, us provided for students opticised so you content.	contest of real-ward	at mathematical ideas are evident, developed, and energe within the id examples, anniversing problems, instance, or studied in vestigations
Consections	t 2  Important sostemusical ideas are developed independently of each other (i.e., they are discrete, independent ideas).	expending mathemati	thematical ideas are developed by and contenting to other important call along as to baild if neathermatics as a unified whole.
Rigor and Depth	1 2 Important methorsatical ideas are applied in statute problems or in using formulated procedures, and are extended in separate / optional problems.	extended in n content, so	anthematical ideas are applied and urel situations or embalded in the quiring the statemans of jusportant mathematical ideas and the two of mottuple approaches.

The Charles A. Duos Center

#### Mathematical Relationships: Understanding the scoring



#### Skills and Procedures: Understanding the scoring

	467 4 6 4 4		Alleran	dienamina i gend
		2	3	+
Development	Shalls and procedures are the primary for eloped without conceptual understa- and are lossely connected to important mathematical ideas—important mathe- ical content of the content of the content of the con- ideas are adjusted.	nding.	mathematical ideas as	are untegrated with impurtant of are presented as impurtant and understanding impurtant mathematical ideas
Connections	-	1	3	4
	Skills and procedures are treated as dis- skills rarely councided to impurizations ideas or other skills and procedures.		with—and	nd procedures are usegment consistently cutationed to— nationalised above and other states and procedures.
	1	2	3	4
Rigor and Depth	Stalls and procedures are granticed with conceptual understanding tutteds any of the not require the tase of important mathematical ideas, and are princarily practiced to rule exercises and drill		the application an	and procedures are critical to I sustantanding of insportant I idom, and are embodified as problem attantons

The Charles A. Danie Center

Documenting Alignment to the Standards for Mathematical Practice	Reviewed By: Title of Instructional Materials:	
1. Make sense of problems and persevere in solving them.	,	
Mathematically conficient students start by explaining to the conficient	the assessing of a resident and locking	for entry mainta to its ardution. They analyze

givens, constraints, relationships, and goods. They make conjustmens about the form and measuring of the solution and plants solution pathway nafter their simply jumping into a milation attempt. They consider analogous problems, and try special cases and simpler forms of the original problem as order to posses y services and a measure accurage. I say comment amongtum protection, man any special curve and anapter section of the original protection of order to gain imaght sats its notation. They monitor under values their progress and change courses if necessary. Other students might, deposaling on the context of the problem, transform algebraic expressions or change the risowing window on their graphing calculator to get the intermation they used. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or done they can be important features and relationships, graph data, and much for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a publicu. Mathematically profedent students check their masters to problems using a different method, and they continuelly ask themselves, "Does

solve a problem. Mathematically profectional standards check their masters to problems using a different method, and they continuedly ask themselves. Those this make some? They can understand the approaches of others to not viag complex problems and absorbly correspondences between different approaches.

Good USA of models and visitals. Problems get approaches.

Gradually hardor. Text mentions their own resources to be a four solves. Good by a, of each section for sold. To use. Good.

The Charles A. Davis Center

The Charles A. Data Center

Reviewed By:	Reviewed By:
Tide of Instructional Materials:	Title of Instructional Materials:  Documenting Alignment to the  Standards for Mathematical Practice
2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.
Mathematically predicted students could seem of quantities and their relationships in problem situations. They bring two complementary shalistics to bear on problems involving quantitative relationships: the shaliny to decementate a given situation and expressed it symbolically and assusptible the representing symbols as if they have a life of their own, without successfully stending to their referents—and the shaliny to constitution, to pusse as invoked disting the nanajustation process on order to probe into the referents for the symbols involved. Quantitative measurage entails habits of creating a volument representation of the problems of hand; considering the units involved, attending to the meaning of quantitate, not just how to compute them; and knowing and flexibly using different properties of operations and objects.  Social Mayor Problems Ahrony Ah	Mathematically proficient students understand and non-stand assumptions, definitions, and previously established seculis in constructing arguments. They make conjectures and build a logical progression of interpretate to explore the truth of their conjectures. They are able to analy an attentions by breaking them into cases, and can recognize and use considerationables. They possely their conclusions, communicate them to others, and respond to the arguments of others. They means mathematically proficient students are also able to compare the effective arms of two planethe arguments, destinguish correct large or removing from that which is then ed, and—if there is a flave in an argument explain what is in Elementary students can construct arguments using concept selections such as objects, then study admittents, and streams, and actions. Such arguments cannot be correct, ere although they are man generalized or made formal sustal later grades. Later, standards learn to determine documents to which an argument applies. Standards at all grades can take not read the arguments at others, decide whether they grade seems, and the supplies are all grades can take not read the arguments at others, decide whether they grade seems, and ask useful questions to claimly or improve the arguments.   And I made a the argument applies. Standards at all grades can take not read the arguments at others, decide whether they grade seems, and ask useful questions to claimly or improve the arguments.   And I made a the second of the argument applies. Standards at all grades can take not read the arguments at others, decide whether they grade seems, and the second of the arguments at others, decide whether they grade seems, and they are the arguments at others, decide whether they grade seems, and the second of the arguments at others, decide whether they grade seems and the second of the arguments are all the grades.   And I made a second of the argument are are arranged to the second of the argument and the second of the argument are
Summary/) medication/ Bridman  Overall Rading  1  2  1  2  1  1  1  1  1  1  1  1  1	Sudano da chaparis), and only or page(s) metanol.  Parties of the mathematical perceive that are salesing or not well developed in the instructional motorials (if eary).  Summer/Suddienter/Bridener  Overall Resing
Reviewed By:  Tide of Instructional Maserials:  Toda of Instructional Maserials:  Toda of Instructional Maserials:	Reviewed By:  Tide of lastructional Materials:  Documenting Alignment to the Standards for Mathematical Practice
4. Model with mathematics.	S. Use appropriate tools strategically.
Mathematically proficient standards can apply the anathematica they know to solve profices arising in everyday life, accist, and the workplace. In early grades, this raight be an simple as westing our addition assessin to describe a situation. In existle grades, a student might apply proportional manuscring to plan a school event or analyze a proficem in the constantity. By high school, a student might apply proportional reasonable plan a school event or analyze of interest of expende on manufact high school, a student might me promotify to start a disciple proficient students who can apply what they know are committed to describe the work of interest of expendent constanting manufacturity of interest of expendent constanting manufacturities and approximations to anapply a correlational students, molecular that these may send revision later. They are able to selectly impurities quantities as a practical student and distribution and manufacturities and manufacturities of the situation and expendent the relationships manufacturities who manufacturities relationships manufacturities and manufacturities of the situation and excited the relationships mathematically to chose extending manufacturities in the content of the situation and excited on whether the results mathematically to chose extending the model of the situation and excited on whether the results make sense; provided the model of the situation and excited the propose.  They have provided a provided the situation and excited the propose.  They have provided a provided the situation and excited the propose.  They have provided the model of the situation and excited the propose of the provided the propose of the propose of the propose of the provided the propose of the propose	Mathematically proficient students consider the semilable tools when nothing a mathematical problem. These tools might include pencil and paper, concrete models, a taker, a pretending, a calculator, a spreachance, a comparer algebra system, a statistical package, or of yournet governety satistics. Furthernet students are safe-tools from the new thools appear paged or course to make sound docussous about when each orthog the helpful, recognizing both the imaght to be guized and their limitations. For example, mathematically protected high school students analyze graphs of functions and statistics protected using a graphing stabilistic. They defect passable curves by strangazally using estimates and other mathematical knowledge.  When making multi-matical models, they have their technology can analyte them to vasalize the results of varying assumptions, explore consequences, and compare productions with data. Mathematically protections students are various grade levels are white to identify relevant mathematical encourses, and experie consequent knowled on a website, and use them to puse or notice problems. They are able to see inclinational tools to explore and deform that mathematical content on a website, and use them to puse or notice problems. They are able to see inclinational tools to explore and deform that mathematical content on a website, and use them to puse or notice problems. They are able to see inclinational tools to explore and deform that moderate analysis of consequences.  Text or hard of the sample
e Charles A. Dana Ceoter 9	The Charles A. Danis Casses 10

Reviewed By:	Reviewed By:
Tide of Instructional Materials:    Cocumenting Alignment to the   Italian	Documenting Alignment to the Standards for Mathematical Practice
6. Attend to practision.	7. Look for and make use of structure.
Multiconstically problems stackment by to communicate precisely to other. They by to see clear definitions in discussion with others and in their own inscending. They state the meaning of the symbols they chance, including using the equal sign consistently and appropriately. They are moreful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express necessarily made of the install, express necessarily made of the install, express necessarily made of the install.  Text's m-du's are further to the elementary grades, students give currefully formulated explicit to each other. By the time they much large actual they have bearined an examine classon and make explicit top of definitions.  Text's m-du's are further to the elementary grades, students give currefully formulated explications to each other. By the time they much large a hard a precise of definitions.  Text's m-du's are further to the elementary grades, students give currefully formulated as the elementary grades, students grades from the elementary grades. Students grades from the elementary grades, students grades from the elementary grades, students grades from the elementary grades.  Text's m-du's from the elementary grades accurately and efficiently from the elementary grades. They are considered to the elementary grades when they carried the formulation of the such analysis of the such analysis of the such analysis of the such analysis.  The elementary states are the elementary grades accurately and efficiently and efficiently formulated and elementary grades.  The elementary grades are the elementary grades accurately and elementary grades. They are the elementary grades are the elementary grades are the elementary grades.  The elementary grades are the elementary grades ar	Mathematically proficient students look closely to discure a pattern or structure. Young students, for example, might active that three and seven mare in the none account on seven and three mans, or they may act a collection of shapes according to how many sales the shapes have. Later, students will see 7 x 16 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x + 54 + 14, other students can ace the 13 at 2 x 7 and the 9 x 2 - 7. They recognize the significance of an existing time in a guarantic tiggree said one me the strategy of discussing a marximy time for solving problems. They also can skep back for an overview and shift prospective. They can see complicated things, such as some algebraic expressions, as surgle objects of as being compared of several objects. For example, they can see 5 - 4x - y1 as 5 masses a passitive number times a square and use that to realize that its value cannot be more than 5 for any and numbers a used y.  The order of the students of the students are students as the students of the students are students as the students of the students are students. They are the students of the students are students as the students are students as the students are students as a quarter and use that to realize that its value cannot be more than 5 for any and numbers a used y.  The order of the students are students are students are students as a student and the students are students are students are students and the students are students are students are students. They are the students are students.  The students are students are students are students are students are students. They are the students are students are students are students are students are students. They are the students are students are students are students are students. They are the students are students are students are students. They are the students are st
Counting Charles A. Daos Center 11	Summary/Justification/Exclusion  Overall Rating  1 2 3  The Charles A. Dana Caster 12
Reviewed By:	Roviewed By:
Tide of Instructional Materials:	Title of Instructional Materials:
B. Look for and express regularity in repeated reasoning.	Analyze proportional relationships and use them to solve real-world and methanatical problems.  Summary and documentation of how the domain, ckester, and standard are met. Cite examples from the materials.
Mathematically producent students action if calculations are separated, and book both for general systhetic and for shortcuts. Upper alternative students may be advising 25 by 11 that they are expensing the same calculations over and over again, and councides they have a reporting decimal. By paying attention to the calculations of slope as they requiredly chook whether pusine are on the last through (1, 2) with stope 3, middle activations enight abstract the arguntation (v. 2)/2 v. 1) = 3. Noticing the regularity in the way terms canced whom expending (x 1)(x² + 2) v.² + 1), and (x 1)(x² + 22 + x + 1) and for a first formula four the same of a generative scene. As they work to notive a problem, mathematically producent students maintain oversught of the process, while attending to the details. They quantimently available the reasonablemous of their intermediate results.  A S A 3 D abjects by US in Mining to the reasonablemous of their intermediate results.  A S A 3 D abjects by US in Mining to Labor through a desired through the reasonablemous of their intermediate results.  A S A 3 D abjects by US in Mining to Labor through a desired through the results of the medianestic process that are mining or our will developed to the Posters of the medianestic process that are mining or our will developed to the Mining through the process of the proper to the medianestic process that are mining or our will developed to the Mining through through the Mining through through the Mining through through the Mining through through through through through through through the Mining through t	mportally and American (Existence
	Overall Raling + + + + + + + + + + + + + + + + + + +

The Charles A. Dans Center

The Charles A Dans Center

	Fitie of Instructional Materials:		tie of Instructional Materials:
MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELAT		MATHEMATICS: GRADE 7 RATIOS AND PROPORTIONAL RELAT	Summery and documentation of how the domain, cluster, and standard are
Analyza proportional minimaships and use them to solve real-world and methematical problems.	Summary and documentation of how the domain, chaster, and standard are seet. Cite exemples from the materials.	mathematical problems.	met. Cite examples from the materials.
7.8P.2a	Important Mathematical Ideas	7.RP.26	Important Mathematical Ideas
2. Recognize and represent propertional relationships between quantities.	1 2 3 4	Recognize and represent proportional relationships between quentities.     Lidentity the constant of proportionality (unit rate) in tables, graphs.	، مرفق ا
<ul> <li>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate.</li> </ul>		equations, diagrams, and verbal descriptions of proportional	
plane and observing whether the graph is a straight line through the origin.	Skills and Procedures	relationships. Brown by Jacuary	Stylls and Procedures
Into & examples tie in woll w/ poor knowledge,	1 2 3	IMSONY TO J. J	1 2 4
		500 has one and example, but	Methematical Relationships
well w/ poor from white of	Methemetical Relationships		1 2 (3) 4
I to refusion	and imparity	Adoant bruset will	
however, it lacks relation	Summery / Austification / Evidence	for paties & proportions	Surrenary / Justification / Evidence
,		1 1 1 m o 4 m p o v	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		hubicate the chapter(s), section(s), and/or page(s) suriousd.	
1 1	Portions of the domain, cluster, and standard that are missing or not well		Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
/	developed in the instructional materials (if any):		,
h. h			
$\mathcal{O}$		4.6 66,4	
	Overall Rating 41		Overall Rating
	1 2 3 4		
he Charles A. Duan Center	15	The Chirles A. Danie Center	
		_	
	Reviewed By:	R	eviewed By:
1	Title of Instructional Materials:		tle of Instructional Materials:
MATHEMATICS: GRADE 7 RATIOS AND PROPORTIONAL RELAT	SONSHIPS - 7.RP	MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATI	CN81975 - 7.10*
Analyze proportional relationships and use them to solve real-world and malivements of problems.	Summery and documentation of how the domain, cluster, and standard are met. Cite exemples from the materials.	Analyze proportional relationships and use them to solve east world and suathematical problems.	Burmany and documentation of how the documen, chaster, and standard are met. Cite examples from the materials.
7.RP.2c	Important Methematical Ideas	7.RP2d	Important Mathematical ideas
2. Recognize and represent propertional relationships between quantities.	1 2 3 4	Recognize and represent proportional relationships between quantities.     d. Explain what a point (x, y) on the graph of a proportional relationship	
<ul> <li>Represent proportional relationships by equations. For example, if total cost t is proportional to the number in of sems purchased at</li> </ul>		means in terms of the alkastion, with special attention to the points.	
a constant price p, the relationship between the lotal cost and the number of items can be expressed as t = pn.	State and Procedures ( )	(0, 0) and (1, r) where r is the unit rate.	Skills and Procedures
The scalleng arough	1 2 3	Kubums # 22 - 2 V December 2573	1 2
DIMINST STORY P		I this while the it	Mathematical Relationships
Diverse story problems, graphic	Mathematical Relationships		
DEWMONTON ! WE - MOUNTY!		Standard B. Personly at don	Muith,
More emphasiz predodon who	Summary / Justification / Evidence	This originablens Last the	Summary / Justification / Eyidence
MA ENTITY OF THE WAS THE WAY	f proportions behave the way thredo.	1 100000 100000000000000000000000000000	of the time.
indicate the chapter(s), section(s), and/or page(s) reviewed.	The state of the s	indicate the chapter(s), section(s), and/or page(s) reviewed.	7 7 1
, ,	Portions of the domain, charter, and standard that are shissing or not wall developed in the instructional materials (if any):	901	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
6.0	]	1 1 1	
<i>U</i> . •			
	Overall Rating		Overall Rating
	1 2 3 9		1 2 \ 3// 4

The Charles A. Dana Center

Reviewed By:

The Charles A. Dens Contra

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONS	Title of Instructional Materials:	MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS	Title of Instructional Materials:
Analyze proportional relationships and use them to solve sual-world and mathematical problems.	d Summary and documentation of how the domain, chaster, and standard are met. Cite examples from the materials.	Apply and extend pravious understandings of operations with fraction to add, subtract, crultiply, and divide rational numbers.	Summery and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.
Y.RP.3  Use proportional relationships to solve multistap ratio and parcent problems.  Exemples, emple stlemed, fee, mentupe and markdowns, gratules and convincions, fees, percent imprases and decrease, percent error.	Important Mathematical Ideas	7.388.1a 1. Apply and extend previous understandings of addition and subtraction add and subtract retional numbers; represent addition and subtraction a horizontal or vertical number lens diagram.	Important Methematical Ideas
Good use of color-cating	State and Procedures	Describe situations in which opposite quantifies combine to make     For exemple, a hydrogen sours has 0 charge because as two     consistences are oppositely charged.	Skills and Procedures
Vice incorporation of real-u	Mathematical Relationships  1 2 5 47  Supercory   Justification   Evidence	Good smodels bring used, by	Mathematical Relationships  1 2 3 4  Supremary / Justification / Evidence
and the chapter of a section (s), and for page (s) reviewed.	Portions of the documen, classer, and standard that are missing or not well	Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well
+,2	developed in the fluctuational materials (if any):	about examples.	developed in the instructional materials (if any):
	Overall Rating	L Ch3	Overall Rating
	Reviewed By:  Title of Instructional Materials;	MATHEMATICS: GRADE F THE NUMBER SYSTEM 7.NS	Reviewed By:  Title of Instructional Materials:
Apply and extend previous understandings of operations with tractions to add, subtract, stulliply, and divide rational numbers.	Summery and documentation of how the domain, cheeter, and standard are met. Cite examples from the materials.	Apply and extend previous understandings of operations with fraction to add, subtract, multiply, and divide rational numbers.	Successry and documentation of how the domain, cluster, and standard arms. Cite examples from the staterials.
<ol> <li>NS. 1b</li> <li>Apply and extend previous understandings of addition and aubitraction to add and subtract misonal sustains; represent addition and subtraction on a horizontal or vertical number fine diagram.</li> </ol>	Important Memorratical Ideas	7.365.1c  1. Apply and extend previous understandings of addition and subtraction add and subtract relicons! numbers; represent addition and subtraction a horizontal or varical number line diagram.	Important Mathematical Ideas 1 2
b. Understand p + q as the number located a distance (q) from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and as opposes have a sum of 0 (are address inversee), integral sums of resonal numbers by describing resilvoid contacts.	Skills and Procedures	c. Undecreased existraction of resional marchers as adding the additive inverse, ρ = g = ρ + (-g). Show that the distance between two resional numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Skills and Procedures
Abs value of Q not count is but a hour of 74	Memorated Residenchips	inas not used however sopy	Jack The state of
us allossifi.	Summary / Juntification / Evidence	MSWA'S WARP WS 344 Indicate the chapter(a), section(a), and/or page(a) services.	Summery / Juntification / Evidence  Fortions of the domain, cluster, and standard that are missing or not well
(h5 4.1	Portions of the dornein, cluster, and standard that are missing or not well developed in the instructional materials (if any):	5.4	Portrone of the domain, caused, and standard that are making or not well developed in the instructional materials (if any):
Ĭ	Overal Rating		Overal Rating

The Charles A. Danz Carter

Reviewed By:

The Charles A. Daos Center

THEMATICS: GRADE 7 THE NUMBER SYSTEM 7.NS	Title of Instructional Materials:	M	MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS	Title of instructional Materials:	
by and extend previous understandings of operations with fraction old, subtract, studieby, and divide rational numbers.	a Summary and documentation of how the di met. Cite examples from the materials.	omain, charier, and standard are	Apply and extend previous understandings of operations with fract to add, subtract, multiply, and divide rational numbers.	ions Summery and documentation of how the domain, clus met. Cite examples from the materials.	star, and standard
Apply and extend previous understandings of addition and subtraction add subtract retional numbers; represent addition and subtraction is noticeast or vertical number (in diagram).	exportent Mathematical Ideas 4-	1 1	7.358.2a     Apply and axised previous understandings of sulfiglication and shift and of fractions to multiply and divide rational numbers.	' '	•
5. Apply properties of operations as strategies to add and subtract rational numbers.	Skills and Procedures	1 1 1	a. Understand that smillplication is extended tross itselfens to raille numbers by requiring that operations continue to existing the properties of operations, particularly the distributive property, fee to products such as (-1)(-1) = 1 and the rules for multiplying eight numbers, interpret products of retinant numbers by describing it world contexts.	state and Procedures 1 2	3
use fraction bas more	Methematical Relationships  1  Summary / Justification / Evidence	2 3 4	Color caling is cansistent	Summary / Justification / Evidence	ns Shoul
cate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, charter, and standardeveloped in the instructional materials (F		indicate the chapter(s); suction(s), audior page(s) seriound.	Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	missing or not wel
5.5	Overall Rating		53,5-	Overall Rating	
				1 2	; (4
barics A. Dona Center		23	The Charles A. Dayus Center		<del></del>
	Reviewed By: Title of Instructional Materials:	23		Reviewed By: Title of Instructional Materials	
HEMATICS: GRADE 7 - THE NUMBER SYSTEM 7.MS by and extend provious understandings of operations with fraction	Title of Instructional Masorials:		The Chartes A. Danu Center  MATHEMATICS: GRADE ? — THE NUMBER SYSTEM — 7.NS  Apply and extend previous understandings of operations with fractioned autorities, multiply, and divide rational numbers.	Title of Instructional Materials	Jee, and standard as
HEMATICS: GRADE 7 THE NUMBER SYSTEM 7.MS  by and extend previous understandings of operations with fraction of the state of the s	Title of Instructional Materials:  Summary and documentation of how the desert. Cite examples from the motorials.  Important Mathematical ideas		MATHEMATICS: GRADE? — THE NUMBER SYSTEM — 7.NS  Apply and extend previous understandings of operations with fract to add, subtract, multiply, and divide rational numbers.  7.NS.3c  2. Apply and extend previous understandings of multiplication and divide and of factions to multiply and divide rational numbers.  e. Apply properties of operations as strategies to multiply and divide rational numbers.	Title of Instructional Materials  One Surmary and documentation of how the domain, clustered. Cite examples from the materials.  Important Mathematical ideas 4 1 2	······································
THEMATICS: GRADE 7 THE NAMBER SYSTEM 7.MS  by and extend previous understandings of operations with fractice dd, subtract, multiply, and divide rational numbers.  8.2b  Apply and extend previous understandings of multiplication and division and of factions to multiply and divide rational numbers.	Title of Instructional Materials:  Businessy and documentation of how the distant. Cite examples from the materials.		MATHEMATICS: GRADE 7 — THE MUMBER SYSTEM — 7.NS  Apply and extend previous understandings of operations with fracti to add, subtract, multiply, and divide rational numbers.  7.NS.3c  2. Apply and extend previous understandings of multiplication and divide and of fractions to multiply and divide rational numbers.  6. Apply properties of operations as strategies to multiply and divide	Title of Instructional Materials  ons Surmary and documentation of bow the donals, clustered. Give examples from the materials.  Important Mathematical ideas 4.1	······································
HEMATICS: GRADE 7 - THE NUMBER SYSTEM 7.MG  by and extend previous understandings of operations with fractice dd, substact, multiply, and divide rational numbers.  3.25  Apply and extend previous understandings of multiplication and division and of factions to multiply and divide rational numbers.  b. Understand that integers can be divided, previded that the divisor is not zero, and every quotient of stagers (with non-zero devery) is a retained number. If and of are integers, then -(xt) = (-p)/q = p/(-qt). Interpret quotients of rational numbers by describing real-world contexts.	Title of Instructional Materials:  a Sussembly and documentation of how the distant. Clas examples from the senterfalls.  Important Mathematical Ideas 4-1  State and Procedures    1		MATHEMATICS: GRADE? - THE NUMBER SYSTEM - 7.NS  Apply and extend previous understandings of operations with fract to edd, subtract, multiply, and divide rational numbers.  7.NS.3c  2. Apply and extend previous understandings of multiplication and divide and of inchors to multiply and divide rational numbers.  4. Apply properties of operations as strategies to multiply and divide rational numbers.	Title of Instructional Materials  Surmmary and documentation of how the document, clustered. Cite examples from the materials.  Important Methematical Ideas  Built and Procedures  1 2	
THEMATICS: GRADE 7 – THE NUMBER SYSTEM 7.MS  By and extend previous understandings of operations with fraction did, subtract, multiply, and divide rational numbers.  B.20  Apply and extend previous understandings of multiplication and division and of factions to multiply and divide rational numbers.  In Understand that tringues can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p,t) = -(p,q) = -p(-q) integral quotients of rational cumbers by describing real-world contexts.	Title of Instructional Materials:  a Sussembly and documentation of how the distant. Clas examples from the senterfalls.  Important Mathematical Ideas 4-1  State and Procedures    1	2 3 4	Apply and extend previous understandings of operations with fracti to add, subtract, multiply, and divide rational nutribers.  7.MS.3c  2. Apply and extend previous understandings of multiplication and divide and of fractions to multiply and divide rational numbers.  6. Apply properties of operations as strategies to multiply and divide rational numbers.	Title of Instructional Materials  Surmmery and documentation of how the document, clustered. Cite examples from the materials.  Important Mathematical Ideas  Bitch and Procedures  1 2  Mathematical Relationships 1 2	sec, and standard at 3
is a cational number. He and g are integers, then  -(20) - (-6)/2 - pt-(-1). This prod quotients of relevant customs by  describing real world contents.  This purchase to refer to the within the second customs by  the purchase to refer to the wilder to the second customs by  the way in a time of post of the second customs by  the way in a time of post of the second customs by  the chapter of the content of the second customs by  the chapter of the content of the chapter of the chap	Surremary and documentation of how the disset. Cite automptes from the metertale.  Important Mathematical ideas 44  State and Procedures  Mathematical Relationships  Multimary J. Justification / Evidence  Portions of the docume, cluster, and standard	2 3 4	Apply and extend previous understandings of operations with fraction and, subtract, multiply, and divide rational numbers.  7.MS.3c  2. Apply and extend previous understandings of multiplication and divide and of fractions to multiply and divide rational numbers.  6. Apply properties of operations as strategies to multiply and divide rational numbers.	Title of Instructional Materials  Cons Surmany and documentation of how the domain, clustered. Give examples from the materials.  Important Mathematical Ideas 4 1 1 2  Mathematical Relationships 4 1 2  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3

Reviewed By:

			\$₽
ATHEMATICS: GRADE 7 = GEOMETRY = 7.G		MATHEMATICS: GRADE ? - STATISTICS AND PROBABILITY - ?:	
olve rasi-life and methersatical problems involving angle measure, res, surface area, and volume.	Summary and documentation of how the domain, chaster, and standard are met. One examples from the emisrials.	Use random sampling to draw informose about a population.	Summery and documentation of how the domain, cluster, and standar met. Cite examples from the materials.
.G.S. olve real-world and mathematical problems involving stee, volume and urface area of two- and stree-dimensional objects composed of triangles,	Important Methematical Ideas	7.8P.1  Understand that statistics can be used to gain information about a population by examining a semple of the population; generalizations about	Important Mathematical Ideas 1 2 3
uadrilaterals, polygons, cubes, and right prisms. /	State and Procedures	a population from a sample are valid only if the sample at representative of that population. Understand that random exempling tends to produce representative samples and support valid inferences.	Shifts and Procedures
Good moras woment lab &	1 2 5	Great was problems.	1 2 3
andopmon Nico	Methamatical Rateteration		Mathematical Relationships 1 2 5
Summay chart.		Simple charts to rotor	Summery / Justification / Evidence
dicate the chapter(s), section(s), under page(s) reviewed.	Bummary I Austification I Evidence	Simple charts to rotor back to, Nice section	S.
11.6, 11.7	Portions of the domain, charter, and standard that are missing or not well developed in the instructional materials (if any):	· GH	Portions of the domain, cluster, and stendard that are missing or not servedoped in the instructional materials (if any):
	Overall Rating	8.8-8.9	Overall Rating
		0.0 0.1	1 2 3
Chales A Dans Center	39	The Charles A. Danas Contex	
Charles A. Danis Center	39	The Charles A. Lincus Constan	
	Reviewed By:		Reviewed By:
	Reviewed By:  Title of Instructional Materials:	1	Fitle of Instructional Materials:
NTHEMATICS; GRADE 7 - STATISTICS AND PROBABILITY - 7.	Reviewed By:  Title of Instructional Materials:	MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.8  Draw informal comparative inferences about two populations.	Fitle of Instructional Materials:
THEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.  Is random sampling to draw information about a population.  IP2  In data from a random sample to draw information about a population.	Reviewed By:  Title of Instructional Maserials:  SP  Summary and documentation of how Me domain, chuster, and standard are	MATHEMATICS: GRADE 7 STATISTICS AND PROBABILITY 7.8  Draw informal comparative inferences about two populations.  7.89-3  Informally assess the degree of visual overlap of two numerical data	Title of Instructional Materials:
THEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.  a random sampling to draw inferences about a population.  IP2  defan from a candom sample to draw inferences about a population in an unknown characteristic of interest. Generate multiple samples (or nuteted samples) of the same size to pauge the variation in estimates predictions. For example, selember the mann word length in a book by	Reviewed By:  Title of Instructional Materials:  SP  Sustantiny and documentation of how the dormain, chaster, and standard are met. Cite examples from the enterprise.  Important Mathematical ideas  1 2 3 4	MATHEMATICS: GRADE 7 ~ STATISTICS AND PROBABILITY ~ 7.8  Draw informal comparative inferences about two populations.  7.8P.3  Informelly assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by appreciating it as a multiple of a measure of variability. For assempt, the mean height of players on the besided at seem a 10 cm	Surremany and documentation of bod the domain, chister, and standard met. One examples from the materials.  Surremany and documentation of bod the domain, chister, and standard met. One examples from the materials.
ATHEMATICS; GRADE 7 — STATISTICS AND PROBABILITY — 7.  In random sampling to draw inferences about a population.  IP-2	Reviewed By:  Title of Instructional Maserials:  SP  Summary and documentation of how the domain, chaster, and standard are met. Oile examples from the selection.	MATHEMATICS: GRADE 7 ~ STATISTICS AND PROBABILITY ~ 7.8  Draw informal comparative inferences about two populations.  7.923  Informelly assess the degree of visual overlap of two numerical data distributions with entar variabilities, measuring the officence between the content by agreeing it as a multiple of a measure of verticity. For austropic, the mean height of players on the backetball seem is 10 cm greater than the mean height of liquers on the account learn, about twice the verticity (mean absolute developing on either feating on a dot plot, the	Fitle of Instructional Materials:
ATHEMATICS; GRADE 7 — STATISTICS AND PROBABILITY — 7.  In random sampling to draw inferences about a population.  IP-2	Reviewed By:  Title of Instructional Materials: SP  Summary and documentation of how \$10 documin, chuster, and standard are not. One examples from the effective place.  Important Mathematical ideas    1	MATHEMATICS: GRADIE 7 STATISTICS AND PROBABILITY - 7.8  Draw informed comparative inferences about two populations.  7.8P.3  Informely assess the degree of visual overlap of two numerical data distributions with einfair variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For auxiliarity, the mean height of players on the bestatball seam is 10 cm greater than the mean height of players on the coord learn, about fairor the variability (mean absolute develon) on either feam; on a dot plot, the separation between the two distributions of heights is noticeable.	Summary and documentation of how the domain, classier, and standard met. One examples from the materials.  Important Mathematical Ideas  State and Procedures  1 2 3  Methematical Relationships
	Reviewed By:  Title of Instructional Materials:  SP  Sustainty and documentation of how M dormain, chaster, and standard are met. Cite examples from the splantysis.  Important Mathematical ideas  1 2 5 4  Skitte and Proceduras	Draw informal comparative inferences about two populations.  7.89-3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by appreciating it as a multiple of a measure of variability. For assemble, the mean-health of players on the beautiful fear in 10 cm greater than the mean-height of players on the soccer learn, about twice the variability (mean absolute developing on either fearn, or a dot plot, the separation between the two destructions of heights a monocard.  This such that the destruction of the players a monocard.  This such that the destruction of the players a monocard.  This such that the destruction of the such as monocard.	Summary and documentation of bod the domain, classice, and standar mat. One examples from the materials.  Important Mathematical ideas  1 2 3  State and Procedures  1 2 5
ATHEMATICS; GRADE 7 — STATISTICS AND PROBABILITY — 7.  The random sampling to draw informore about a population.  87-2  The data from a random sample to draw informore about a population in an unknown characteratic of interest. Generate multiple samples (or material sets to gauge the variation in estimates predictions. For example, settinates the mean word length in a book by moonly samples words from the book predict the winner of a school recomb based on randomly sampled survey data. Gauge how far off the ornate or prediction might be.  A A S A S A S A S A A S A	Reviewed By:  Title of Instructional Materials: SP  Summary and documentation of how \$10 documin, chuster, and standard are not. One examples from the effective place.  Important Mathematical ideas    1	MATHEMATICS: GRADE 7 - STATISTICS AND PROGABILITY - 7.8  Draw informal compensitive informaces about two populations.  7.89-3  Informely assess the degree of visual overlap of two numerical data distributions with entiral variabless, presenting the offer ence between the centers by apprecing it as a missiple of a measure of vertibility. For azemple, the mean height of players on the backetball seem is 10 cm greater than the mean height of players on the account learn, about twice the variability (mean absolute developing on either feath; on a dot plot, the separation between the two distributions of heights is redicable.  This Section of Judys to the Section of the separation of the sepa	Summary and documentation of bod the domain, cluster, and standard mat. One examples from the materials.  Important Mathematical ideas  1 2 3  State and Procedures  1 2 5
ATHEMATICS; GRADE 7 — STATISTICS AND PROBABILITY — 7.  In random sampling to draw inferences about a population.  IP-2	Reviewed By:  Title of Instructional Materials:  SP  Summary and documentation of how M documin, chuster, and standard are met. Cite examples from the minerals.  Important Mathematical ideas  I 2 5 4  Sintle and Procedures  Mathematical Relationships  1 2 3 4	Draw informal comparative inferences about two populations.  7.89-3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by appreciating it as a multiple of a measure of variability. For assemble, the mean-health of players on the beautiful fear in 10 cm greater than the mean-height of players on the soccer learn, about twice the variability (mean absolute developing on either fearn, or a dot plot, the separation between the two destructions of heights a monocard.  This such that the destruction of the players a monocard.  This such that the destruction of the players a monocard.  This such that the destruction of the such as monocard.	Burnmary and documentation of host the domain, cluster, and standard met. Cite examples from the materials.  Important Mathematical Ideas    1
ATHEMATICS; GRADE 7 STATISTICS AND PROBABILITY 7.  In random sampling to draw inferences about a population.  SP-2  In data from a random sample to draw inferences about a population in an unknown characteratic of interest. Generate multiple samples (or national sette to gauge the variation in estimates predictions. For exemple, settinates the mean word length in a book by redomly samples words from the book, predict the winner of a school coon based on randomly sampled survey data. Gauge how far off the creater or prediction might be.  A A A A A A A A A A A A A A A A A A A	Reviewed By:  Title of Instructional Materials:  SP  Summary and documentation of how Sh domain, chuster, and standard are met. Cite examples from the minerals.  Important Mathematical ideas  I 2 5 4  Skirls and Procedures  Methematical Relationships  2 3 4  Burmmery J Jacobification / Evidence	MATHEMATICS: GRADE 7 - STATISTICS AND PROGABILITY - 7.8  Draw informal compensitive informaces about two populations.  7.89-3  Informely assess the degree of visual overlap of two numerical data distributions with extract variabless, presenting the other ence between the centers by apprecing it as a missiple of a measure of verticity. For azemple, the mean height of players on the backetball seem is 10 cm greater than the mean height of players on the account learn, about twice the verticity (mean absolute developing on either feath; on a dot plot, the separation between the two distributions of heights is redicable.  This Section of Judys to the Section of the separation of the separation between the feath of the separation of the separation of the separation between the feath of the separation of the separation between the feath of the separation of the separati	Burnmary and documentation of host the domain, cluster, and standard mat. One examples from the materials.  Important Mathematical Ideas    1
ATHEMATICS; GRADE 7 — STATISTICS AND PROBABILITY — 7.  The random sampling to draw informore about a population.  87-2  The data from a random sample to draw informore about a population in an unknown characteratic of interest. Generate multiple samples (or material sets to gauge the variation in estimates predictions. For example, settinates the mean word length in a book by moonly samples words from the book predict the winner of a school recomb based on randomly sampled survey data. Gauge how far off the ornate or prediction might be.  A A S A S A S A S A A S A	Reviewed By:  Title of Instructional Materials:  SP  Summary and documentation of how 50 documen, chuster, and standard are met. Cite examples from the sinerials.  Important Methemetical loses  I 2 3 4  State and Procedures  Methemetical Relationships  J 2 3 4  Summary / Justification / Evidence  Portions of the documen, cheeter, and standard that are ministed or not well	MATHEMATICS: GRADE 7 - STATISTICS AND PROGABILITY - 7.8  Draw informal compensitive informaces about two populations.  7.89-3  Informely assess the degree of visual overlap of two numerical data distributions with extract variabless, presenting the other ence between the centers by apprecing it as a missiple of a measure of verticity. For azemple, the mean height of players on the backetball seem is 10 cm greater than the mean height of players on the account learn, about twice the verticity (mean absolute developing on either feath; on a dot plot, the separation between the two distributions of heights is redicable.  This Section of Judys to the Section of the separation of the separation between the feath of the separation of the separation of the separation between the feath of the separation of the separation between the feath of the separation of the separati	Burnmary and documentation of host the domain, cluster, and standard met. Cite examples from the materials.  Important Mathematical Ideas    1

The Charles A. Dana Center

The Charles A Dana Center

MATHEMATICE: GRADE 7 GEOMETRY 7.G	Tule of Instructional Materials:	T MATHEMATICS: GRADE 7 GEOMETRY 7.G	itle of Instructional Materials:
Draw, construct, and describe geometrical figures and describe the relationships between them.	Summery and documentation of how the domain, cluster, and standard are met. Cite examples from the meterials.	Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the formain, cluster, and standard are met. Cite examples from the materials.
7.G.2  Crew (treehend, with ruler and pretractor, and with technology) geometric shapes with given conditions. Fecus on constructing triengles from three measures of angles or sides, solding when the conditions determine a unique triengle, more than one triengle, or no stangle.	Important Methematical blass	7.0.3  Describe the two-denerational figures that result from aligning three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Important Mathematical Ideas 4 2 3 4
1 A.	State and Procedures 2 5 4	Not present	Skills and Procedures  1 2 5 4  Methematical Relationships
Only four publing that relate to this standard;	Summery / Justification / Evidence		Burnmary f Justification / Evidence
CHARLY Addy note: #	Portions of the domain, charter, and standard that are missing or not well	indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well
SUNCY, adoquete #	developed in the instructional materials (if my):		developed in the instructional materials (if any):
\	Overall Rating		Overall Rating
	35	The Charles A. Dana Center	
	Reviewed By: Title of Instructional Materials:		Roviewed By:  [itle of Instructional Materials:
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are and. Cite examples from the sessorials.	Solve real-life and mathematical problems involving angle messare, area, aurtace area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Gite exemples from the materials.
7.6.4 Know the formulas for the area and circumference of a circle and use them to acve problems; give an informal deducation of the relationship between the circumference and area of a circle.	Important Methamatical Ideas 41 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	7.0.6  Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Important Mathematical Ideas 1 2 5 4
Musurment Lab has flows in its disign (but good idea).	Skills and Procedures	angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.  Do csn't en courage solven to the use per transfer a description of the use plant for the use per transfer and unknown to unknown the unknown that unknown the unknow	Skills and Procedures  1 2 3
Good amont of pretice proble	Multipartitical Residence Partition of Evidence	Osphare for through Ves	Summary / Jestification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Protions of the develo, charter, and standard that are minates or not well	bedicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, chaster, and standard that are missing or not well
11.3, 11.4	developed in the instructional materials (if any):	10,2, 10,4	developed in the instructional materials (if any):
	Overall Rading		Overall Rating

37

The Charles A Dates Center

Reviewed By:

The Charles A. Dans Conter

MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS	Title of Instructional Materials:	MATHEMATICS: GRADE 7 ~ THE NUMBER SYSTEM ~ 7.NS	Sitle of Instructional Materials:
Apply and extend previous understandings of operations with fractic to add, subtract, multiply, and divide rational numbers.	one Summery and documentation of how the domain, charter, and standard are cost. Ole azampies from the instaintial.	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summery and documentation of how the domain, chuster, and standard are met. Cite examples from the materials.
7.X8.2d  2. Apply and extend previous traderstandings of subtiplication and division of factions to multiply and divide relicions numbers.  d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually recess.	Strille and Procedums	7.146.3 Solve read-world and melbomolical problems involving the four operations with reticuse numbers.  (200) July B. H. A. Sand	Important Methameboal Ideas 2 3 4 Skills and Procedures
This standard of presentation this standard is very mechan	Middlermaccal Releaseships	problems all hase red-lite Significance with a flast	Mathematical Relationships
Who cares @ 17 a 5 2nd	calculators are in who use?	1 Computation with content numbers estimately before for manufacturing features to compute fractions.  Indicates the chapter(e), section(e), and/or page(e) reviewed.	Surrenacy / Juntification / Evidence
4-5	Portions of the dospele, cluster, and stansfard that are releasing or not well developed in the instructional materials (if any):	Ch5	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional resterials (if any):
	Overall Resing		Overall Rating
te Charles A. Dana Center	27	The Charles A. Dana Center	39
	Reviewed By:	9	teriewed By:
MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUIATIONS –	Title of Instructional Materials:		Title of Instructional Materials:
les properties of operations to generale equivalent expressions.	Summery and documentation of how the domain, cluster, and standard are and. Cite examples from the materials.	Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard an- met. Cite examples from the materials.
P.E.E.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Important Methematical Ideas 2 3 4	7.EE.2 Understand that rewriting an expression is different forms in a problem context can she'd light on the problem and how the quantities in it are related. For example, a < 0.05e = 1.05e means that 'increase by 5%' as the same as 'multiply by 1.05."	smportant Methematical Ideas
report linear expressions with restorate coefficients.  Very Little attention  3 June 40 7 Ki) 5 HM.	Multiperrenticul Redutkrashpa	Real-life examples show now further analysis can	Methornatical Reletatorships
indicate the charteris), sociliants), and/or secoris) reviewed.	Summary / Justification / Evidence	mater problem-solvy ensierd Easter. More stay problem	3 milet 1 min
978 Ch3	Portions of the domain, cheeter, and standard that are missing or not well developed in the instructional testingles (if eny):	CB 1.7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional rasterials (if any):
5.7	Overall Rating		Overall Reling
		•	·

The Charles A. Dass Center

Reviewed By.

Reviewed By:

The Charlet A. Data Center

aire mei ille and methometical problems using numerical and gebraic expressions and equations.	Summery and documentation of how the domain, cluster, and standard are met. Oile examples from the materials.	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summery and documentation of how the domain, cluster, and stendard met. Cite examples from the materials.
EE.3 sive multi-step rest-life and staffmensifical problems posed with positive of negative rational numbers it any form (whole numbers, fractions, of decimals), varing tools et attagicatly. Apply properties of operations to	Important Machemedoel Idees	<ol> <li>T.E.F.4a</li> <li>Use variables to represent quantifies in a rest-world or senthermetical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantifies.</li> </ol>	Important Mathematical Ideas [ ] 3
culate with humbers in any firms; convert between forms as appropriate if assess the reasonableness of showers using mental computation and imation strategies. For exemple: If a woman making \$25 an hour gets to Kraise, after well make an additional 1/10 of her salery an hour, or \$2.50, and the salery and hour gets shows to be a selected to the property of the salery and the sale	Skills and Procedures	a. Solve word problems leading to equations of the form px + q = r an p/x + q) = r, where ρ, q, and r are specific retinest numbers. Solve equations of these forms fluently. Compare an algebraic solution is an extrinstic solution, identifying the sequence of the operations used in each approach. For example, the permitter of a rectangle in the control of the c	State and Procedures
about 9 inches from each edge, this estimate can be used as a check exact pomputation	Stephen .	More year Life problems	Mathematical Relationships 1 2 3
Monstay publims more	Summary / Justification / Evidence	Indicate the chapter(a), section(a), and/or page(a) reviewed.	Summery / Justification / Evidence
Ch 7	Portions of the domain, cheeter, and standard that are missing or not well developed in the instructional materials (if any):		Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating + + + + + + + + + + + + + + + + + + +		Overal Rating
			1
	Reviewed By: Title of Instructional Materials:	,	Reviewed By: Fitle of Instructional Materials:
THEMATICS: GRADE 7 — EXPRESSIONS AND EQUATIONS —	Reviewed By: Title of Instructional Materials:	1	Fitle of Instructional Materials:
THEMATICS: GRADE 7 EXPRESSIONS AND EQUATIONS the real-life and methematical problems using numerical and obraic automations and equations.	Reviewed By: Title of Instructional Materials: 7.EE  Summary and documentation of how the document, chester, and standard are not. Cite examples from the materials.	MATHEMATICS: GRADE 7 GEOMETRY 7.Q	Burnmary and documentation of how the domain, cluster, and standard as snet. Cite examples from the meterials.
THEMATICS: GRADE 7 EXPRESSIONS AND EQUATIONS we real-life and methercellical problems using sumerical and eleratic expressions and equations.  E4b  Use surfation to represent quantities in a real-scrip or methematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Roviewed By: Title of Instructional Materials: 7.EE  Summary and documentation of how the document, chaster, and standard are most. Cite examples from the numberials.  Important Mathematical lices 4 1 2 3 4	MATHEMATICS: GRADE 7 GEOMETRY 7.Q  Draw, construct, and describe geometrical figures and describe the relationships between these.  7.9.1  Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a	Burnmary and documentation of how the domain, cluster, and standard as met. Ole examples from the meterials.  Important Mathematical ideas 41 2 3 4
THEMATICS: GRADE 7 — EXPRESSIONS AND EQUATIONS —  We mail the and methematical problems using numerical and abtraic automatics and equations.  Les veriables to represent quantities in a real-world or methematical problem, and construct simple equations and inequalities to solve problems by resecuting about the quantities.  b. Solve worll problems isseling to inequalities of the form price couldnot not of the inequality and inexpress in the context of the problem. For example: As a selesperson, you are part \$50 per we pairs \$3 per sele. This wast you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and	Reviewed By:  Title of Instructional Materials:  7.EE  Summary and documentation of how the documen, chester, and standard are not. Cite examples from the removingle.  Important Mathematical Ideas  1 2 3 4	MATHEMATICS: GRADE 7 GEOMETRY - 7.Q  Draw, construct, and describe geometrical figures and describe the relationships between these.  7.Q.1  Solve problems involving scale drawings of geometric figures, lockuling computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Burmary and documentation of how the domain, cluster, and standard at met. Cite examples from the meterials.  Important Meternatical ideas 1 2 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
THEMATICS: GRADE 7 — EXPRESSIONS AND EQUATIONS— whe real-life and methematical problems using sumerical and sebraic appreciates and equations.  E.4.  Les extinities to represent quantities in a real-world or methematical problem, and construct simple equations and inequalities to solve problems and construct simple equations and inequalities to solve problems by reasoning about the quantities.  b. Solve world problems isselfing to inequalities of the form px + q ≥ r or px + q + r, where px , qx and r are specific returnal numbers. Grap the solution set of the inequality and interpret if in the context of the problem. For example, that a selespontor, you are part 50 per we pixe \$3 per sets. This week you want your pay to be at least \$100 Write on inequality for the number of calse you need to make, and describe the solutions.	Reviewed By: Title of Instructional Materials:  7.EE  Summary and documentation of how the document, chester, and standard are nost. One examples from the senterials.  Important Mathematical Ideas  1 2 3 4  Mathematical Relationships  1 2 3 4	MATHEMATICS: GRADE 7 GEOMETRY 7.Q  Draw, construct, and describe geometrical figures and describe the relationships between them.  7.9.1  Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a	Burnmary and documentation of how the domain, cluster, and standard as snet. Cite examples from the meterials.  Importent Methematical Ideas
THEMATICS: GRADE 7 — EXPRESSIONS AND EQUATIONS— five real-life and methematical problems using sumerical and shrain: supressions and equations.  E-4a  Use variables to represent quantities in a real-vorid or methematical problem, and construct simple equations and inequalities to solve problems and construct simple equations and inequalities to solve problems by rescoring about the quantities.  b. Solve word problems leading to inequalities at the form pr + q > r or px + q < ruhers p, e, and r are specific returnal numbers. Grap the solution set of the inequality and interpret if in the context of the problem. For exemptic, that a sategorator, you are past 50 per we plus \$3 per sets. This week you want your pay to be at least \$100 Write on inequality for the number of calse you need to make, and describe the solutions.	Reviewed By:  Title of Instructional Materials:  7.EE  Summary and documentation of how the documin, chester, and standard are most. City examples from the numberials.  Important Mathematical lines  1 2 3 4  Saille and Precedures  1 2 3 4  Mathematical Relationships  1 2 3 4  Summary / Justification / Evidence  Which have been precedured from the second process of the sec	MATHEMATICS: GRADE 7 GEOMETRY - 7.Q  Draw, construct, and describe geometrical figures and describe the relationships between these.  7.Q.1  Solve problems involving scale drawings of geometric figures, lockuling computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Burmary and documentation of how the domain, cluster, and standard at met. Cite examples from the meterials.  Important Meternatical ideas 1 2 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
THEMATICS: GRADE 7 — EXPRESSIONS AND EQUATIONS — we real-life and mathematical problems using sumerical and ehraic superssions and equations.  E-4h  Use variables to represent quantities in a real-vorid or mathematical problem, and construct simple equations and inequalities to solve problems by researing about the quantities.  b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, e and r are specific returnal numbers. Grap the solution set of the inequality and interpret if in the context of the problem. For exemple, the a selengemon, you are part 50 per we plus \$3 per sets. This week you want your pay to be at least \$100.  Write on inequality for the number of cales you need to make, and obscribe the solutions.  You want you want you need to make, and	Reviewed By: Title of Instructional Materials:  7.EE  Summary and documentation of how the document, chester, and standard are nost. One examples from the senterials.  Important Mathematical Ideas  1 2 3 4  Mathematical Relationships  1 2 3 4	MATHEMATICS: GRADE 7 - GEOMETRY - 7.Q  Draw, construct, and describe geometrical figures and describe the relationships between these.  7.2.1  Solve problems involving scale drawings of geometric figures, lockuling computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.  Office of the figure of the figure of the figure of the control of the figure of t	Burnmary and documentation of how the domain, cluster, and standard as snet. Cite examples from the meterials.  Importent Methematical Ideas

Reviewed By:

T ATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY – 7.8	Title of Instructional Materials:	MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.	Title of Instructional Materials:
vestigate chance processes and develop, use, and evaluate robability models.	Summary and documentation of how the domain, charter, and standard are unit. Cite examples from the materials.	Investigate chance processes and develop, use, and evaluate probability models.	Summery and documentation of how the domain, cluster, and standard are not. Ote examples from the materials.
Develop a probability medial and use it to find probabilities of events.  Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the disordency.  b. Develop a probability medial (which may not be uniform) by observing it squencies in data generated from a chance process. For example, find the approximate probability that a spanning penny will	Important Methocratical Ideas 4 1 2 5 4	7.8P.84  8. Find probabilities of compound events using organized lists, tables, tradegrams, and aimulation.  a. Understand that, just as with simple events, the probability of a compound event is the faction of outcomes in the sample space to which the compound event occurs.	or Studie and Procedures
and heads up or that a lossed paper cup will land open and down.  Do the outcomes for the appromp panny appear to be equally likely based on the observed frequencies?	Mathematical Relationships	Roal-world OX. Docould be confused. Sometimes close in fluncos parts chaice =	Mathematica Relationships  (Not independent)
dich to change; section(s), sales popular section	Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Textual dura soment	Bufwering ( ) Justification   Evidence   Saul   Sau
	Overall Refing (++++++++++++++++++++++++++++++++++++	9.5	Overall Rating
Charles A. Danis Center	•	The Charles A. Dans Classer	#
	Reviewed By:		Raviewed By: Title of Instructional Materials: \$P
estigate chance processes and develop, use, and evaluate bability models.	Businessy and decrementation of/how this domain, cluster, and standard are mot. Obe examples from the materials.	Investigate chance processes and develop, use, and evaluate prohability models.	Businessy and documentation of Holf the domain, cluster, and standard are met. Oite examples from the medicities.
8P.8b Find probabilities of compessed events using organized bits, tables, true charginas, and elevation. b. Rapresent sample spaces for compeund events using sosthods such as organized fish, tables and tree diagrams. For an event described in everyday lenguage (e.g., "rolling double store), identify the outcomes in the sample space which compose the event.	Skills and Procedures	7.8P.Bu 8. Find prebabilities of compound events using organized lists, tables, five diagrams, and simulation. c. Design and use a sisulation to generate frequencies for compound events. For example, use random digits se a simulation tool to approximate the answer to the question, if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood.	
Not address odTables, churts not	Methamatical Relationships  1 2 3 4  Dominion y J. Januari Scattering	There is a montion of a project but the student lost offer n	Manager Restorator (a)
9. E	Portions of the domain, cluster, and chanderd that are missing or not well developed in the lastructional materials (if any):	indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, chuster, and standard that are missing or not well developed in the instructional materials (If any):
,	Overall Rating	('0	Overall Rating
	1 2 3 4		

The Charles A. Danie Venter

Reviewed By:

The Charles A Dana Center

	Title of Instructional Materials:		Title of Instructional Materials:
THEMATICS: GRADE 7 - STATISTICS AND PROBABILITY 7	,&P	MATHEMATICS: GRADE 7 STATISTICS AND PROBABILITY 7.1	<b>P</b>
	Summers and decrementation of him the demands of a trade on the dead on	Investigate chance processes and develop, use, and evakute	
e informal comparative inferences about two populations.	Summary and documentation of hier the domain, cluster, and atmodered are seet. Oth examples from the susterials.	probability prodels.	Summery and documentation of how the domain, cluster, and standard are met. Oile examples from the materials.
P.4	Important Mathematical Ideas	7.8P.5	Important Mathematical Idees
measures of center and statesures of veriability for numerical data in random samples to draw informal comparative inferences about two	1 2 3	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring, Larger numbers	
ulations. For example, decide whether the words in a chapter of a enth-grade science book are generally longer than the words in a chapt		indicate greater likelihood. A probability near 0 indicates an unlikely event.	
fourth-grade acorpose book.	State and Procedures	a probability around 1/2 indicates an event that is neither unlikely not likely, and a probability near 1 indicates a likely event.	Skills and Procedures
/	1 2 3 4	h	1 2
Not present		A Service And a service Address of the servic	
1 1 A 153 ENJ	Mathematical Relationships	222000	Mathematical Relationships
NO P	2 3 4	Land Controlled	1 2 5 4
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		$\mathcal{D}_{\mathbf{r}}$	1 / / - 1
•	Summary / Justification / Evidence	1 100 kg add (155 kg, TOX)	Summary ( Austrication ) Ethionics
		Balulai of a ni had	Surmary I Justification I Etitionics COVTZ
and the chapter(s), section(s), and/or page(s) raviewed.		indicate the characterist and in months are in the interest of the characterist and in the control of the characterist and in the characteristic and in the characterist and i	no
		7-0	Δ /
21.4	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	9/2000	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
$( \cap ) \cap ( \cup )$		1 (,1 *4A	te/no two
			/ discuss
	Overall Rating		Overall Rating
		······································	
harles A. Dana Cesser .	43	The Charles A. Donis Center	#
•			H Projected Bu-
·	Rsviewed By:		toviewed By:
•	Reviewed By: Title of Instructional Materials:	,	Title of Instructional Materials;
•	Reviewed By: Title of Instructional Materials:	•	Title of Instructional Materials;
EMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.	Reviewed By: Title of Instructional Materials:  BP    Summery and documentation of Novi the domain, chester, and standard are	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8  Investigate chance processes and develop, use, and evaluate	Sustainary and documentation of how the forestin, cluster, and standard are
EMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.  Igais chance processes and develop, use, and evaluate  bility models.	Reviewed By: Title of Instructional Meterials:	MATHEMATICS: GRADE 7 STATISTICS AND PROBABILITY 7.8  Investigate chance processes and develop, use, and evaluate probability models.	litle of Instructional Materials:
EMATICS: GRADE 7—STATISTICS AND PROBABILITY—7.  Ignis chance process as and develop, use, and evaluate bility models.	Reviewed By: Title of Instructional Materials:  BP    Summery and documentation of Novi the domain, chester, and standard are	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7.e.	Sustainary and documentation of how the forestin, cluster, and standard are
EMATICS: GRADE 7—STATISTICS AND PROBABILITY—7. gate chance processes and develop, use, and evaluate Mity models.  Insists the probability of a chance event by collecting date on those process that produces it and observing in long-nor relative	Reviewed By:  Title of Instructional Materials:  Elementary and documentation of Iron the domain, cluster, and standard are cost. Cite examples from the easteries.	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7s.  7. Develop a probability model and use 8 to find probabilities of events.  Compare probabilities from a model to observed insquancies; if the	Fitle of Instructional Materials:  p  Summary and documentation of how the domain, cluster, and standard are not. Cite examples from the reportion.
MATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7, gate chance processes reed develop, use, and evaluate listy models.  mate the probability of a chance event by collecting date on noe process that produces it and observing in long-run relative cy, and practic the approximate relative frequency given the fly. For example, when relating a number colle 600 times, practic than	Reviewed By:  Title of Instructional Materials:  Elementary and documentation of Iron the domain, cleater, and standard are cost. Cite examples from the sesteriols.  Important Melhamatical Ideas 4 1 1 1 2 3 4	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8  Intractigate chance processes and develop, use, and evaluate probability models.  7.8P7a  7. Develop a probability model and use 8 to find probabilities of events.  Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the decrepancy.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the mysterials.  Important Methernstcal ideae
EMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7, galar chance processes and develop, use, and evaluate likity models.  Insist the probability of a chance event by collecting data on none process that produces it and observing in tong-run relative cy, and predict the approximate relative legy-guescy given the left, For example, when reling a runber cube 600 inner, predict the succide broader runging to subset, but probably not exactly 200 inners, but probably not exactly 200.	Reviewed By:  Title of Instructional Materials:  Elementary and documentation of Iron the domain, cleater, and standard are cost. Cite examples from the sesteriols.  Important Melhamatical Ideas 4 1 1 1 2 3 4	MATHEMATICS: GRADE? — STATISTICS AND PROBABILITY — 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7.  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by eneigning equal probability and cutoomes, and use the model to determine probabilities of events.	Sustainary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Important Methernshool ideas    1
MATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7, puts chance processes reed develop, use, and evaluate littly models.  mate the probability of a chance event by collecting data on noe process that produces it and observing in long-run relative cy, and pradot the approximate relative frequency given the ky. For example, when relating a number out-600 times, practic that	Reviewed By:  Title of Instructional Materials:  BP  Summery and documentation of Ion the domain, claster, and standard are cost. Cite examples from the sentences.  Important Methamatical Ideas  4	MATHEMATICS: GRADE 7 STATISTICS AND PROBABILITY - 7.8  httrastigate chance processes and develop, use, and evaluate probability models.  7.8P.7e  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if he agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability seeds by savigning equal probability is all outcomes, and use the model to determine probabilities of events for exercise if a student from a class. And the	Sustainary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Important Methernshool ideas    1
EMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.  gails chance processes and develop, use, and evaluate hity models.  Innets the probability of a chance event by collecting date on none process that produces it and observing in tong-run relative tor, and predict the approximate relative sequency given the lifty. For example, when reliefly a number cube 600 times, predict the usual be relief or rungity 200 times, but probely not exactly 200  The Hold 4 Hours 154.	Reviewed By:  Title of Instructional Materials:  BP  Summery and documentation of Ion the domain, claster, and standard are cost. Cite examples from the sentences.  Important Methamatical Ideas  4	MATHEMATICS: GRADE 7 STATISTICS AND PROGABILITY - 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P7s  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explant possible sources of the decrepancy.  a. Develop a uniform probability model by mentgring equal probability to all outcomes, and use the model to determine probabilities of events for exercity if all ductions is selected and the probability that June will be selected and the probability that June will be selected.	Sustainary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Important Methernshool ideas    1
MATICS: GRADE 7—STATISTICS AND PROBABILITY—7, pain chance processes and develop, use, and evaluate litty models.  Tends the probability of a chance event by collecting date on noe process their produces it and observing in long-run relative cy, and predict the approximate natives requesty given the lay. For example, when refing a native to requesty given the would be refer druggly 200 mass, but probably not exactly 200  They was the second of the	Reviewed By:  Title of Instructional Materials:  BP  Summery and documentation of Ion the domain, claster, and standard are cost. Cite examples from the sentences.  Important Methamatical Ideas  4	MATHEMATICS: GRADE 7 STATISTICS AND PROBABILITY 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7e  7. Develop a probability model and use 8 to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by mesigning equal probability in all outcomes, and use the model to electricine probabilities of events for exercise; if a student is selected at rendom from a cleas, and the probability that age with the selected and the probability that age.	Sustainary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Important Methernshool ideas    1
EMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7. gains chance processes and develop, use, and evaluate littly models.  The probability of a chance event by collecting date on none process that produces it and observing in long-ing relative to, and practic the approximate relative to-guescy given the tips, for example, when reling a number cube 600 times, practic the usual be rolled roughly 200 times, but probably not exactly The Arthur Amm To  Grant Times in the Common times to the probability and the cube of the common times to the commo	Reviewed By:  Title of Instructional Materials:  BP  Supercery and documentation of Non the domain, chester, and standard are cost. Cite examples from the sesterials.  Important Methematical Ideas  1 2 5 4  Bidlis and Procedures.	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7e.  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by mesigning equal probability in all outcomes, and use the model to determine probabilities of events for exercise, if a skutter is selected at random from a cleas, and the probability that Jany will be selected and the probability that a great the selected and the probability that a great selected and the great selected an	Summary and documentation of how the domain, cluster, and standard are met. One examples from the repterials.  Important Methematical ideas    1
EMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7. gain chance processes and develop, use, and evaluate likely models.  Impain the probability of a chance event by collecting date on noce process that produces it and observing in tong-run relative log, and predict the approximate relative sequency given the lift, For example, when relating a number cube 600 times, predict the usual be related roughly 200 times, but probely not exactly 200  The Hold A Hours To House, and probely not exactly 200  The Hold A Hours To House, and probely not exactly 200	Reviewed By:  Title of Instructional Materials:  BP  Supercery and documentation of Non the domain, chester, and standard are cost. Cite examples from the sesterials.  Important Methematical Ideas  1 2 5 4  Bidlis and Procedures.	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7e.  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by mesigning equal probability in all outcomes, and use the model to determine probabilities of events for exercise, if a skutter is selected at random from a cleas, and the probability that Jany will be selected and the probability that a great the selected and the probability that a great selected and the great selected an	Summary and documentation of how the domain, cluster, and standard are met. One examples from the repterials.  Important Methematical ideas    1
ematics: GRADE 7 - STATISTICS AND PROBABILITY - 7.  gains chance process so and develop, use, and evaluate likely modelas.  Incompression that produces it and observing in long-run relative rocy, and product the approximate relative top-cancer grows that produces it and observing in long-run relative top, and product the approximate relative top-supply grown the top-rock anampte, when relating a relative top-supply grown the top-from an analysis and probably not exactly 200  The Add Amm to the  Land of the Add Amm to the  Land o	Reviewed By:  Title of Instructional Materials:  IP  Summery and documentation of blow the domain, chester, and standard are cont. Cite examples from the quaterials.  Important Melhamatical Mees 1 2 5 4  Sidils and Procedures 1 2 5 4  Minematical Relationships 1 2 5 4  Minematical Relationships 1 2 5 4  Minematical Relationships 1 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7 a.  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by ensigning equal probability in all outcomes, and use the model to determine probabilities of events for exercise; if a student is selected at random from a cleas, find the probability that Jany will be selected and the probability that a great set to selected and the probability that a find the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great selected and the probability that a grea	Summary and documentation of how the domain, cluster, and standard are met. One examples from the repterials.  Important Methematical ideas  Stills and Procedures  Methematical Relationships  ### ### ############################
EMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.  gains chance process so and develop, use, and evaluate litty anodels.  Insist the probability of a chance event by collecting date on now process that produces it and observing in long-ing relative top, and preach the approximate relative topusnoy given the tity. For example, when rolling a number cube 600 times, practic the usual for solid roughly 2000 insee, but probably not exactly  If I have the 4+Mmm the  Life of 11 mm n the 1 mm the 1 mm the 1 mm the  Life of 11 mm n the 1 mm the 1 mm the 1 mm the  Life of 11 mm n the 1 mm the 1 mm the 1 mm the  Life of 11 mm n the 1 mm the 1 mm the 1 mm the  Life of 11 mm n the 1 mm the 1 mm the 1 mm the  Life of 11 mm n the 1 mm the 1 mm the 1 mm the 1 mm the  Life of 11 mm n the 1 mm the 1 mm the 1 mm the 1 mm the  Life of 11 mm the 1 mm the  Life of 11 mm the 1	Reviewed By:  Title of Instructional Materials:  BP  Supercery and documentation of Non the domain, chester, and standard are cost. Cite examples from the sesterials.  Important Methematical Ideas  1 2 5 4  Bidlis and Procedures.	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7e.  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by mesigning equal probability in all outcomes, and use the model to determine probabilities of events for exercise, if a skutter is selected at random from a cleas, and the probability that Jany will be selected and the probability that a great the selected and the probability that a great selected and the great selected an	Summary and documentation of how the domain, cluster, and standard are met. One examples from the repterials.  Important Methematical ideas  Stills and Procedures  Methematical Relationships  ### ### ############################
EMATICS: GRADE 7—STATISTICS AND PROBABILITY—7.  guilar chances processes and develop, use, and evaluate likely accordance.  Install the probability of a chance event by collecting data on now processes that produces it and observing in long-inc relative top, and product the approximate relative top-surving years the day. For example, when rolling a number cube 600 tense, predict the survice for solid roughly 200 tense, but probably not exactly 200  The And Ammontto  Linear Common and Loss And and the Linear Common and Loss And and the Linear Common and Loss And Andrew  Linear Common and Loss Andrew  Linear Common	Reviewed By:  Title of Instructional Materials:  By  Summery and documentation of Nov the domain, chester, and standard are cont. One examples from the seasoning.  Important Meditamatical lifetee 1 2 5 4  Biddle and Procedures 1 2 5 4  Biddle and Procedures 1 2 5 4  Summery Justification   Evidence 1 5 5 6  Summery Justification   Evidence 1 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.8  Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7 a.  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by ensigning equal probability in all outcomes, and use the model to determine probabilities of events for exercise; if a student is selected at random from a cleas, find the probability that Jany will be selected and the probability that a great set to selected and the probability that a find the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great set to select the selected and the probability that a great selected and the probability that a grea	Summary and documentation of how the domain, cluster, and standard are met. One examples from the repterials.  Important Methematical ideas    1
ematics: Grade 7 - Statistics and Probability - 7.  grain chance process so and develop, use, and evaluate lifety stoodies.  In the probability of a chance event by collecting date on one or control the approximate relative log-genery given the stay. For example, when relating a number cube 600 kines, predict the special be related roughly 200 kines, but probably not exactly 200  The Archaffman to Company to the collection of the control of the Control of the collection of th	Reviewed By:  Title of Instructional Materials:  BP  Supercury and documentation of Novi the domein, chester, and standard are cont. Cite examples from the centeriols.  Important Methamatical Ideas  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 1 2 5 4  Bidlin and Procedures.  1 1 2 5 4  Bidlin and Procedures.  1 2 5 5 4  Bidlin and Procedures.  1 2 5 5 4  Bidlin and Procedures.  1 2 5 5 4  B	Investigate chance processes and develop, use, and evaluate probability models.  7.87.1e  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by enseigning equal probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability that of probability that Japan will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected.  And the output of the chapter(s), and the probability that a girl will be selected and the probability that a girl will be	Suppressional Materials:  Suppression of flow the domain, cluster, and standard are most. Cite examples from the repression.  Important Methematical Ideas  State and Procedures  Administration Relationships  Application of Price of the Community States of the Community States of the States of th
ematics: Grade 7 - Statistics and Probability - 7.  grain chance process so and develop, use, and evaluate lifety stoodies.  In the probability of a chance event by collecting date on one or control the approximate relative log-genery given the stay. For example, when relating a number cube 600 kines, predict the special be related roughly 200 kines, but probably not exactly 200  The Archaffman to Company to the collection of the control of the Control of the collection of th	Reviewed By:  Title of Instructional Materials:  Buttonery and documentation of Novi the domein, chaster, and standard are cost. Cite examples from the meta-risk.  Important Methanistical libers  1 2 5 4  Bidle and Procedures  1 2 5 4  Bidle and Procedures  1 2 5 4  Bidle and Procedures  1 1 2 5 4  Bidle and Procedures  1 1 2 5 4  Whenevery I Justification I Bridesco  1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Investigate chance processes and develop, use, and evaluate probability models.  7.87.1e  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by enseigning equal probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability that of probability that Japan will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected.  And the output of the chapter(s), and the probability that a girl will be selected and the probability that a girl will be	Surremary and documentation of how the document, cheater, and standard are cost. Cite examples from the repetrible.  Important Methernstical ideae    1
EMATICS: GRADE 7—STATISTICS AND PROBABILITY—7.  Ignate chances processes and develop, use, and evaluate bility stoodale.  Limite the probability of a chance event by collecting date on some process that produces it and observing in long-tun relative rope, and predict the approximate relative sequency given the sity. For example, when relating a number cube 600 tenses, predict that they for example, when relating a number cube 600 tenses, predict that they for example, when relating a number cube 600 tenses, predict that they for example, when relating a number cube 600 tenses, predict that they for example, when relating a number cube 600 tenses, predict that they for example, when relating a number cube 600 tenses, predict that they are considered to the process of the second to the collection of the second to the collection of the cube for the collection of the collection of the cube for	Reviewed By:  Title of Instructional Materials:  BP  Supercury and documentation of Novi the domein, chester, and standard are cont. Cite examples from the centeriols.  Important Methamatical Ideas  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 1 2 5 4  Bidlin and Procedures.  1 1 2 5 4  Bidlin and Procedures.  1 2 5 5 4  Bidlin and Procedures.  1 2 5 5 4  Bidlin and Procedures.  1 2 5 5 4  B	Intractigate chance processes and develop, use, and evaluate probability models.  7.8P7 a  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by medigining equal probability is all outcomes, and use the model to determine probabilities of events for execute, if a student is selected at rendom from a cleas, and the probability that Jane use to essected and the probability that a get selected.  AND LITTLE CINCARD AND AND AND AND AND AND AND AND AND AN	Suppressional Materials:  Suppression of flow the domain, cluster, and standard are most. Cite examples from the repression.  Important Methematical Ideas  State and Procedures  Administration Relationships  Application of Price of the Community States of the Community States of the States of th
HEMATICS: GRADE 7—STATISTICS AND PROBABILITY—7.  Highest chance processes and develop, use, and evaluate bility models.  Assimate the probability of a chance event by collecting date on acceptoces that produces I and observing in long-ton relative norse, and product the approximate relative beganery given the bility. For example, when relating a number cube 600 kines, practic that if would be related roughly 200 kines, but probably not expectly 200  The Area Amount of  April 1 Area Amount of  April 2 Area Amount of  April 3 Area Amount of  April 3 Area Amount of  April 3 Area Amount of  April 4 Area	Reviewed By:  Title of Instructional Materials:  BP  Supercury and documentation of Novi the domein, chester, and standard are cont. Cite examples from the centeriols.  Important Methamatical Ideas  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 2 5 4  Bidlin and Procedures.  1 1 2 5 4  Bidlin and Procedures.  1 1 2 5 4  Bidlin and Procedures.  1 2 5 5 4  Bidlin and Procedures.  1 2 5 5 4  Bidlin and Procedures.  1 2 5 5 4  B	Investigate chance processes and develop, use, and evaluate probability models.  7.87.1e  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by enseigning equal probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability that of probability that Japan will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected.  And the output of the chapter(s), and the probability that a girl will be selected and the probability that a girl will be	Suppressional Materials:  Suppression of flow the domain, cluster, and standard are most. Cite examples from the repetrisis.  Important Methematical Ideas  State and Procedures  Methematical Relationships  About a physical are most a common of the domain, cluster, and standard are most. Cite examples from the standard are most and procedures  About a physical are procedures  The common of the domain, cluster, and standard that are missing or not well.
SEMATICS: GRADE 7—STATISTICS AND PROBABILITY—7.  Signis chance process see and develop, use, and evaluate bility models.  Suinates the probability of a chance event by collecting date on acceptocess that produces it and observing in long-not relative incy, and protect the approximate relative bequency given the toldy. For example, when relating a number cube 600 innes, protect the distribution of the probability of a probability and exactly 200  The first hand the probability of the probability of the protect that A profit in the first hand to be a probability of the probability  A profit in the first hand to be a probability of the probability  A profit in the first hand to be a probability of the probability  A profit in the first hand to be a probability of the probability  A profit in the first hand to be a probability of the probability  A profit in the first hand to be a probability of the probability of t	Reviewed By:  Title of Instructional Materials:  By  Summery and documentation of Nov the domain, chaster, and standard are cont. Cite examples from the quancies.  Important Mediamatical lifess  1 2 3 4  Skills and Procedures  1 2 5 4  White and Procedures  1 2 5 4  Summery Junistication of Entitless on got it.  Summery Junistication of Entitless on got it.  Portions of the domain, chaster, and standard that are missing or not well developed in the incisuotional materials (if any):	Investigate chance processes and develop, use, and evaluate probability models.  7.87.1e  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by enseigning equal probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability that of probability that Japan will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected.  And the output of the chapter(s), and the probability that a girl will be selected and the probability that a girl will be	Summary and documentation of how the document, chaster, and standard are cost. Cite examples from the reptorists.  Important Methernshool Ideae  Bidle and Procedures  And Pro
EMATICS: GRADE 7—STATISTICS AND PROBABILITY—7.  guilar chances processes and develop, use, and evaluate likely accordance.  Install the probability of a chance event by collecting data on now processes that produces it and observing in long-inc relative top, and product the approximate relative top-surving years the day. For example, when rolling a number cube 600 tense, predict the survice for solid roughly 200 tense, but probably not exactly 200  The And Ammontto  Linear Common and Loss And and the Linear Common and Loss And and the Linear Common and Loss And Andrew  Linear Common and Loss Andrew  Linear Common	Reviewed By:  Title of Instructional Materials:  By  Summery and documentation of Nov the domain, chaster, and standard are cont. Cite examples from the quancies.  Important Mediamatical lifess   1	Investigate chance processes and develop, use, and evaluate probability models.  7.87.1e  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by enseigning equal probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability that of probability that Japan will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected.  And the output of the chapter(s), and the probability that a girl will be selected and the probability that a girl will be	Suppressional Materials:  Suppression of flow the domain, cluster, and standard are most. Cite examples from the repetrisis.  Important Methematical Ideas  State and Procedures  Methematical Relationships  About a physical are most a common of the domain, cluster, and standard are most. Cite examples from the standard are most and procedures  About a physical are procedures  The common of the domain, cluster, and standard that are missing or not well.
EMATICS: GRADE 7—STATISTICS AND PROBABILITY—7.  Ignin chance processes and develop, use, and evaluate bidly stockes.  Cinate the probability of a chance event by collecting date on ince process that produces it and observing in long-tun relative nor, and produce the approximate relative to-quency given the afty. For example, when relating a number cube 600 tense, predict that the visual be related roughly 200 amea, but probably not exactly 200  Thy Ada Amont by  Ap 37 in mandal VS. Ah garethic  Labability  Supplicand	Reviewed By:  Title of Instructional Materials:  By  Summery and documentation of Nov the domain, chaster, and standard are cont. Cite examples from the quancies.  Important Mediamatical lifess  1 2 3 4  Skills and Procedures  1 2 5 4  White and Procedures  1 2 5 4  Summery Junistication of Entitless on got it.  Summery Junistication of Entitless on got it.  Portions of the domain, chaster, and standard that are missing or not well developed in the incisuotional materials (if any):	Investigate chance processes and develop, use, and evaluate probability models.  7.87.1e  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed insquencies; if the agreement is not good, explain possible sources of the decrepancy.  a. Develop a uniform probability model by enseigning equal probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability to all outcomes, and use the model to determine probability that of probability that Japan will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected and the probability that a girl will be selected.  And the output of the chapter(s), and the probability that a girl will be selected and the probability that a girl will be	Suppression of Instructional Materials:    Suppression of Now the domain, cluster, and standard are met. Cite examples from the repression.